

# The SIERRA EDUCATIONAL NEWS

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## German Megalomania

 CYNIC once declared that "the Americans are a people who know the price of everything and the value of nothing". The British have been contemptuously referred to as "a nation of shopkeepers." Germany was popularly supposed to be the sentimental nation "par excellence," the land of the blonde Gretchen, of the Christmas carol and the fairy tale, the country of "plain living and high thinking." But nations reveal themselves under the stress of trial. The British and the Americans, "the nations of hucksters," have shown that they can live—and die—for an ideal, while the nation supposed to be ruled by sentiment and idealism has proved to be animated solely by the grossest materialism. Gone the Germany of Goethe, of Schiller and of Heine; gone the Germany of Luther, of Beethoven, of the "Volkslied" and the fairy tale. Luther's grand hymn, "Ein feste Burg ist unser Gott," with which the legions which fought for the independence of the fatherland went into battle, has been replaced by the "Hymn of Hate" and the arrogant "Deutschland, Deutschland ueber alles," with which the army of the kaiser set out to conquer the world. The God of their simple forefather has been replaced by "unser gute, Alte deutsche Gott," a revival of Wotan or Thor of the Scandinavian mythology, whose will, the kaiser declares, he is called to impose on a recalcitrant world.—*Editorial, Washington Post, August 4, 1918; credit Journal of Geography, October, 1918.*



# EDITORIAL

**T**HE SIERRA EDUCATIONAL NEWS, in its editorial policy, does not concern itself with purely local issues. It has no time or desire to argue questions or take part in fruitless discussions or deal in

## THE STATE SUPERIN- TENDENCY

personalities or cast aspersions or use invectives. The policy of this magazine is to deal in facts, where facts are obtainable; to avoid discussions involving theories, or vague rumors, or biased opinions, or political entanglements. It does and should undertake to handle in a straight-forward, fearless, clean-cut fashion, matters that have significance for the schools of the State and Nation. It can attempt no more. It should do no less.

Nor do we, in every instance, presume to reflect the best and most mature judgment of everyone of our readers. Those who attempt to please everyone, please nobody. No one, save the editor, is responsible for the statements set down in this editorial. He is influenced by no one, and holds no brief for any one.

We are called upon at the coming election, November 5th, to vote for a Superintendent of Public Instruction for California. Two names are upon the ballot, that of Hon. Edward Hyatt, the incumbent, and Will C. Wood, our Commissioner of Secondary Schools. Mr. Hyatt has held the office for three terms; has had the confidence of thousands of men and women in the State and has ever treated the school people with the utmost courtesy and consideration. He is a true friend of the boys and girls, honored and respected.

Mr. Wood has, during the past five years, done for the State of California and for her schools a piece of work far-reaching in its effects. Every high school

teacher in the State knows in detail of the marked progress in our high schools. The effects of Mr. Wood's work are felt as well in the elementary and rural schools.

Most unfortunately, Mr. Hyatt, about two years ago, suffered a severe attack, resulting in such physical inability as to prevent his active participation in the duties of his office.

It has become known that a supporter of Mr. Hyatt is quoted in a Southern California paper as saying that, after an apoplectic stroke last year, "his recovery has been such as to restore him to his former physical ability", and that as a part of his election campaign "physicians' certificates would be produced showing Mr. Hyatt's physical competency". A letter of September 24th to Dr. E. C. Moore of the Los Angeles State Normal School and President of the Southern Section of the C. T. A., by President E. P. Clarke of the State Board of Education, cites the fact that "a personal friend, a member of the Senate, called on him recently and he (Mr. H.) did not recognize him." Indeed, numerous visitors to the Superintendent's office the past few weeks, report Mr. Hyatt as physically incompetent.

As explaining President Clarke's letter there is here quoted a paragraph from a letter to the State Board of Education by President E. C. Moore mentioned above in which he says:

"It is a matter of no slight concern to all the people of this State and particularly to those of them whose daily work is in the schools that the responsible direction and leadership of the State's Educational work shall be, not only in devoted hands, but also in strong and vigorous hands. The State Superintendent is our Commanding General. His is a huge army. His work of leadership is wearying, strength

consuming, exhausting, and calls for a degree of vitality and surplus energy such as enables a General of Division successfully to take the field at the head of his troops. The years which are now upon us call for an extraordinary energizing of every form of educational endeavor. Those who are to lead in this time of crisis must be strong even as men who labor in ordinary times need not be."

In part President Clarke's letter in reply says:

"Mr. Hyatt is Secretary and Executive officer of the State Board of Education, but since January 1917 he has not attended a single meeting of the Board or performed a single function connected with that position. During that time two important annual conferences between the State Board of Education and the Normal School Presidents, as provided by law, have been held, but they were not attended by Mr. Hyatt. My information is that during the same period, since January 1, 1917, he has not attended a meeting of the Board of Regents of the State University or of the Trustees of any State Normal School—bodies in which he holds membership by virtue of his office."

Such statements as Mr. Clarke makes, representing the State Department of Education, must be taken as officially authentic. Not only has Mr. Hyatt been unable during the past months, to perform the duties of his office, but it is entirely unlikely that, if elected, he could so perform them in the future. In a communication to the Alameda County Teachers' Association, which was noted in a report of that meeting given in our issue of last month, Mr. Clarke says:

"It is my honest conviction that the voters of the state ought not to elect for a term of four years a man in Mr. Hyatt's condition; and I know of no greater unkindness that could be done to him than to saddle upon him the heavy duties of the office. If he attempted to perform them, he would certainly break down entirely; and if he is not going to perform them,

some one ought to be put into the position who can."

We confess we are not thinking of men or honors or personalities. We offer no apologies for making the conditions of the school and welfare of the children our chief concern. Our sympathies must not be lessened. But we must not permit our sympathies to rule our judgment. If there ever was a time in the history of California or of the nation, when there was needed in the office of Superintendent of Public Instruction an Administrator and Executive, clear eyed, not only, but mentally alert, fearless, aggressive, and withal possessing the physical vigor to carry to successful conclusion the plans that he and others must put on foot, that time is now. Mr. Wood, it is believed, is that man.

The integrity of our schools must be preserved. Only second to winning the war is, as written down elsewhere in these editorials, the maintaining of the schools at their highest point of effectiveness. Mr. Wood has shown the ability and possesses the physical requirements in these strenuous times to initiate and carry on the plans for our schools in the period following the war.

Personalities, friendships, political bias, —all must be "adjourned". Mr. Wood should be elected on November 5th.

A. H. C.

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THIS has been called the Children's Century. In a peculiar sense, the present is a children's decade. Wonderful opportunities are coming to youth; opportunities for education, not confined

### VICTORY BOYS AND GIRLS

to the schools; opportunity for interesting and stimulating activities such as the schools have never been able to offer; opportunities for service that appeals to youth as a game to be played. The Nation's needs



and the war conditions are rich in their reactions upon individual life, and particularly upon boys and girls during their most impressionable years. It is fortunate that the government and those in authority are so thoroughly in sympathy with them, and their schooling, and their social importance. This importance and the public worth of youth are recognized as never before.

Already during the war's progress their assistance has been organized in helpful ways. A half dozen organizations have made it possible to reach millions of boys and girls for aid in labor, and money, and service, and savings. Early in September, however, it became evident to our resourceful President in the White House, that the effectiveness of their services might be measurably increased by a combination of their efforts. The seven organizations mentioned in the article "Victory Boys and Girls" in the current issue, have all been recognized and commended by the War Department. But the President, in a letter to Mr. Fosdick, Chairman of the Commission on Training Camp Activities, said:

"It is evident from the first, and has become increasingly evident, that the services rendered by these agencies to our armies and our allies are essentially one and all of a kind, and must of necessity, if well rendered, be rendered in the closest co-operation. It is my judgment, therefore, that we shall secure the best results in the support of these agencies, if these seven societies will unite their forthcoming appeals for funds, in order that the spirit of the Country in this matter may be expressed without distinction of race or religious opinion in support of what is really a common service."

Immediately, in the most loyal accord with the President's wish, there was adopted a memorandum of agreement, providing for a joint campaign to raise the sum of \$170,500,000, throughout the

United States, during the week of Nov. 11, 1918. This is to be distributed pro rata to the several organizations. As a part of this united organization, there have been formed the two groups, "Victory Boys" and "Victory Girls," making up the "Earn and Give Division." Their slogans are captivating: "A Million Boys Behind a Million Fighters", and "Every Girl Pulling for Victory". Every section of the country is included. California has been divided into seven districts, over each of which is a director; every County has its organization. In every community there will be three Committees, one to reach the public schools, one for private and parochial schools, and one for other organizations,—Church, Young People's Societies, Clubs, etc. It is intended to enroll 1,000,000 boys who will engage to "earn and give" \$5.00 each. Lists of "Ways to earn" are suggested, for both boys and girls. Of course this list will vary more or less, in different parts of the country. 90% of the activities are available for California. Others will occur to workers among us and should be freely employed. The outlook is promising.

Never has there been such suitable means for discovering and realizing the ambitions and resourcefulness of effort, and disposition for unselfish service, and the means of wholesome competition, as in this drive for earning in order to give. A million boys and a million girls working with the enthusiasm of youth, intensively, purposefully, in so worthy a cause, should be a determining factor in raising the \$170,500,000 needed this Fall for war work. Publicity material is to be freely furnished to every community,—pamphlets, posters, window banners, membership buttons, pledge cards, etc. Girls share with boys the chance and the privileges. Competing teams in schools, or among schools, between neighborhoods,

between organizations, between the two sexes, between themselves and adults, or between population centers, will be a stimulus to effort. There will occur examples of thrift and self-denial and co-operative effort and the working out of purposes, that are all of the nature of real education that cannot be matched by any merely formal studies.

There can be no fear that California teachers will not join heartily in the movement and count it a privilege to do so.

R. G. B.

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**V**OTE *NO* on Number 17; Vote *YES* on Number 18, when you go to the polls on Election Day. Your vote will help win the war and make good schools. And there are but two all important matters be-

#### **TAX LIMITATION**

fore us today: The war must be won and the schools must be maintained at their highest point of effectiveness.

Assembly Bill Number 1013 as a *Tax Limitation Measure*, passed at the last session of the Legislature, placed the schools of California in jeopardy. Fifteen months ago the teachers of the State, under a statesmanlike leadership, invoked the Referendum upon 1013. This was accomplished in a remarkably short time at a considerable financial cost to the teachers, who were willing to sacrifice from their already meagre salaries that the children of the State need not suffer. The result secured would have been impossible, but for the complete organization of the teaching body of the State, and the unselfish and far-sighted leadership of Supt. Mark Keppel, Chairman of the Committee.

The teachers next set to work to secure signatures for an Initiative measure. Over 110,000 signatures were secured. Again they financed their own campaign. Such Initiative measure is now on the ballot. It is known as Number 18. This

embodies *all* the *good* features of the dangerous measure, which is Number 17 on the ballot. Number 18 is *free* from all the *evil* features of Number 17.

The ballot you vote at the election November 5th, will contain both numbers 17 and 18. Vote *No* on Number 17. Vote *Yes* on Number 18.

Read the article by Mark Keppel, Chairman of the Committee on Referendum and Initiative, on Page 464 of the October issue of the SIERRA EDUCATIONAL NEWS. Act accordingly. Teachers and citizens generally are seeking information on these Tax Limitations Measures. Tell your friends, phone them, write, go to the polls, and work and vote.

Vote *NO* on Number 17

Vote *YES* on Number 18

A. H. C.

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**A**BOUT a year ago mention was made in these pages of a monograph featuring the discussion of the thrift committee before the National Council of Education, on "Agricultural Preparedness and Food

#### **THRIFT AND CONSERVATION**

Conservation", being a study in Thrift, and touching a half dozen aspects of the question and their relation to the schools.

There has recently come from the press, a bulletin on Thrift Education, prepared by members of the N. E. A. Committee, and presented to the National Council of Education, July, 1918. It is issued under authority of Arthur H. Chamberlain, National Committee Chairman, and Educational Director of the American Society for Thrift. It is a pamphlet of 32 pages, that in ten brief chapters, includes more suggestive and authoritative and helpful information and detailed guidance for teachers on matters of thrift and kindred topics, than anything else that has ever been published.

Its material is of a nature to surprise

most of us, as to the extension and meaning of thrift and its implications for, not youth only, but all of us,—war savings, war gardens, food saving, conservation of humanity, salvage, thrift and commercial supremacy and the schools' relation to them all. There is a promising bibliography for the use of both teachers and pupils. It is noted that copies of the bulletin may be had by addressing the Secretary of the American Society for Thrift, 220 W. 42nd St., New York City, or the Educational Director, Monadnock Bldg., San Francisco.

No sensible person will be misled into thinking thrift means "saving to have" but rather "saving to use wisely". "If we assume and hold our place (in the world) as a virile, fearless, aggressive, sympathetic leader, it will be because we have learned amongst other virtues, the value of thrift, in developing character and in shaping American ideals". It means utilizing every resource, human and physical, individual and social, for the common good of the community or the Nation; conserving and translation of personal opportunity and power into democratic uses of comfort and improvement. "Thrift is upbuilding and constructive". It is forward-looking. It has taken a world war to teach some of us the holiness of not wasting. The President of the Society, Mr. S. W. Straus, coins a new term, the "Patriotism of Peace Savings", and adds that after the days of bloodshed are ended, "through Thrift alone, can the rebuilding come—the rebuilding of America—the rebuilding of the world".

Saving is a necessity now that the world may come to a safe peace; it will be no less necessary then to recover the wastage of these destructive years. And this habit of careful using of all of our resources must be fixed in childhood and youth. The schools must take it in hand. Teachers themselves must appreciate the

meaning of thrift and practice it in their lives. It must be a conscious purpose of the schools' teaching; as well as done with as much faith in the outcome as in any other exercise.

This bulletin should be in the hands of teachers throughout the nation. The more its meanings and ideals can be placed in the homes and followed there, the better for the State and country at large.

R. G. B.



**I**N California there are 58 Counties. One county only is a consolidated city and county,—that of San Francisco. In each of the 57 remaining counties there is an unpaid Board of Education. In San Francisco there is a paid Board of Education. There are in California

#### **SAN FRANCISCO SCHOOL AMENDMENT**

34 cities, in which the school system is under a Board of Education. In 33 of these cities, the Board is an unpaid Board, and the Superintendent is appointed by the Board. In San Francisco there is a paid Board of Education, and an elected Superintendent of Schools. Do San Francisco conditions demand a different type of administration than that in force elsewhere? Do the schools of San Francisco show that the form of educational administration in the 57 counties and in the 33 cities is wrong? and that the San Francisco form of educational administration is right?

There is a state school system in each of our 48 states. There are in the United States some 20 cities as large or larger than San Francisco. In not one of these cities, is there a paid Board of Education or an elected Superintendent of Schools. In the U. S. there are 2500 cities governed by Boards of Education and of more than 2500 population. In not one of these cities is there a paid Board of

Education and an elected superintendent. Have all cities other than San Francisco an archaic form of school administration? Or again, are conditions in San Francisco so different from those in force elsewhere in the U. S. that a type of educational administration outgrown in other cities, must here be followed in an otherwise progressive city?

Any student of administrative law knows that a divided authority breeds inefficiency and political intrigue.

The schools, of all our social institutions, should be kept clear from politics. The Board of Education, as the administrative body, should appoint the superintendent of schools, who should act as the executive officer of the system. The Board should be an unpaid Board. For this reason, the Board must not be expected to give its time to the administration of the schools. The superintendent as the appointed, executive officer, should be the expert in charge. If he cannot meet the requirements, he must be displaced. If he proves incompetent, the people know where to place the blame for his appointment. It is a principle in administrative law that competence and honesty come with the centering of responsibility.

San Francisco has suffered long from a divided authority in the administration of her school department. That the schools are less well administered than those of other cities, is not due primarily, to inability alone on the part of anyone. It is not due to lack of enthusiasm and loyalty and professional desire on the part of a large number of individuals. It is recognized that in the San Francisco Department, there are earnest, capable, successful teachers. There have not been wanting at any time, experienced, efficient members of the executive department. It is due rather to the fact that responsibility cannot be placed; that authority is

divided. As one result, there is lack of professional and inspiring leadership, and hence lack of professional attitudes on the part of many in the teaching force.

For more than a decade there have been movements now and again looking toward the modification of the Charter of San Francisco, so as to make possible a modern, up-to-date system of schools. Because such Charter changes demand action at the polls, those politically interested, rather than those educationally interested, have been instrumental in keeping the schools in the position in which they are found to exist today.

Charter Amendment Number 37, to be voted upon November 5, proposes such changes in the Charter as to provide for an appointed, non-paid Board of Education. It provides further for the appointment of an expert to the office of school superintendent, this appointment resting in the hands of the Board. Strangely enough, the teachers themselves are divided in this matter. This may not be so strange however, considering certain publicity that has been appearing recently, in one of the leading papers of San Francisco. We have felt that the injustice done the people of San Francisco by such publicity, demands that we should aggressively take the side of good government and advanced school administration.

The San Francisco Chronicle for October 14th, says in part:

"We do not pretend to foresee all that might happen, should the amendment be adopted, but we see enough to convince us that it should not be adopted now or ever. The schools we have are the schools that the majority of the people of this city want, and if they every desire any different schools, they can get them, through the present organization as well as through any other."

This editorial is not merely vicious. It is unprofessional and school-boyish in the extreme. The conditions of the schools



of San Francisco were clearly brought to light in a most exhaustive survey recently made by the U. S. Commissioner of Education, assisted by a corps of educational experts known throughout the length and breadth of the land. Certain public spirited people came forward and financed the cost of this survey. Of this survey the editorial in question says:

"A few years ago some of the uneasy among us wheedled our merchants out of some thousands of dollars to pay for a 'survey'. A lot of school masters came out of the East, looking very wise, gave us the once-over, and went home and wrote a book which few ever saw, and which tells us nothing that we did not know before. We are in favor of just such schools as we have now, only more so. Their main point is the creation of a school board, with power to import Eastern men, with power to introduce more new wrinkles from which we are happily still free."

This editorial reflects the type of mind that is satisfied with what it has, and believes that it has the best in the world. *It is this self complacency plus political intrigue, that has kept San Francisco at the rear of the educational procession.*

The proposed charter amendment provides that the Board should be composed of seven members. The superintendent, to be appointed by this board, may be chosen from either within or without the city or state. He shall serve during the pleasure of the board, who shall fix his salary and that of his deputies. These deputies are to be appointed by the superintendent, such appointments to be approved by the board. Only upon recommendation of the superintendent shall the board appoint the teachers. There are adequate provisions for the professional fitness of teachers who, after appointment, shall serve a probationary term of one year, and may be reappointed for a second probationary year, at the end of which time, upon recommendation of

the superintendent, the Board may make the appointment permanent.

The Public Education Society of San Francisco, and other public spirited organizations, are working in the interest of better schools and of amendment No. 37. In the San Francisco Call of October 17th, statement is made that the San Francisco Real Estate Board is on record as endorsing amendment No. 37. This Board, so report states, sees that the Charter amendment will open the way for efficient, centralized administration of the schools.

Two days later the Commonwealth Club voiced its support. The Club's Education Committee, in reporting, said:

"The amendment is a conservative measure well calculated to correct the essential defects of our school system without endangering the peace of our schools or the purpose of the tax payer, while yet securing the best obtainable management and leadership."

Various parent-teacher associations and civic organizations favor this amendment. There is abundant reason why every far-seeing, clear-minded, tax payer, teacher and voter, in the city of San Francisco should vote yes on charter amendment No. 37. It is more than a local issue.

A. H. C.

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THE commission on National Emergency in Education is going forward, and since the meeting at Pittsburgh, has issued through the National Education Association, a bulletin stating the educational platform of the Commission. There are many who do not yet thoroughly understand the purpose of this Commission which is made up of prominent educators from all parts of the United States. Co-operating with this central body are State Commissions in the several States, which are composed of the State Superintendent, the State Di-



rector of the National Education Association, the President of the State Teachers' Association and other representative educators appointed by them. Already there has been established international relations between the educational bodies of the Allied countries.

Quoting from the platform:

"This Commission plans to enlist the services of all the educators of the country and to co-operate with all the agencies related to educational readjustments in outlining a progressive program of education. Among the problems considered definitely by the Commission are: Higher salaries for teachers, adequate teacher training, a complete program of health and recreation, rural education, immigration education, the education of adult illiterates, training for all forms of national service, the co-ordination of war service in the schools, the creation of a national department of education, and the extension of national co-operation with the states in strengthening the public schools."

Hearty co-operation on the part of local and State authorities with this Commission, with the National Education Association, the National Council of Education, and the U. S. Commissioner at Washington, will do much in developing a plan of education well adapted, not alone to war times, but to the period following the war.

The proposed field Secretaryship, as advocated at Pittsburgh, and for which not less than \$10,000 was pledged, is now being filled by President D. B. Waldo of the Kalamazoo Normal School, Michigan, and J. A. Chandler, Superintendent of Schools, Richmond, Va. These men of recognized ability, give half time each to the work. They are assisted by a statistical expert and the necessary clerical help. It will be remembered that one of the duties of the field Secretary is that of securing legislation that will result in the better financing of the schools and the proper increase in teachers' salaries.

The September issue of the NEWS under the heading "Nationalizing Education" discusses more in detail this project. A. H. C.

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THERE may be less danger from the prevalent Influenza than the fears of many people imagine. But the promptness with which school people and the general public, the churches, places of amusement,

### A TRAINING IN CITIZENSHIP

and social gatherings generally, have coöperated with the authorities, state and national, military and civil, for its control, is a striking example, for youth, of the patriotism of a whole people. No more impressive lesson has been set and learned by the exigencies of the present war, than the readiness with which Americans have joined hands with the government in doing whatever is found necessary to accomplish the national purposes,—the free giving to millions of suffering peoples whom we never saw; economizing in food and clothing; the gifts of money and materials; the restraints in speech and publications; the saving of paper, and fuel, and raw material; the shifting of employments to meet the government's industrial necessities; the investment at low rates of interest, in Thrift and Saving Stamps, and Liberty Bonds that the administration may not be cramped in its finances,—are all in keeping with the socialized spirit of our people, old and young, the trend to service, making concrete in millions of our citizens, the ideals of common interest, and the unity of effort, and the democracy of civic aims, which we are all eager to pit against the individualistic motives of Germany.

No formal lessons of the school, or the learning of text-book lessons, can begin to compare, in effectiveness with the actual working of these social ideals, the unselfish habits formed, and the sense of wholesome and willing service. This is of the nature of real civic training.

R. G. B.

## WHY THE UNITED STATES IS AT WAR

MRS. E. C. INGHAM

Principal High School, San Fernando

[The following article, by one of our foremost California teachers, was written in the recent Prize Essay Contest on the subject "Why the United States Is at War." This essay won first prize, \$75.00, in the contest for public High School Teachers. There were 15 essays in this class representing high schools in all parts of California. The first prize of \$75.00 for the best essay from teachers in public elementary schools was won by Miss Mattie L. Steele of El Monte, teacher in the Manchester Avenue School, Los Angeles. In this class there were 11 essays submitted.

The several prizes in each contest aggregating, \$300.00, were offered by the National Board for Historical Service, Washington. The contest in this State was in charge of the Secretary of the Council of Education. Information regarding the contest was given through the November 1917 issue of the SIERRA EDUCATIONAL NEWS.

The Judges who accepted our invitation to serve and who have our thorough appreciation were, for the High School group of essays, Mrs. Herbert A. Cable, President California Federation of Women's Clubs, Los Angeles; Hon. Thomas H. Reed, City Manager of San Jose, and Hon. W. G. Scott, Vice-President Pacific States Defense League for California, San Francisco. For essays contributed by Elementary School teachers, Mrs. O. Shepard Barnum, Vice-President State Board of Education, Alhambra; Mr. Reynold E. Blight, former member of the Board of Education and public accountant, Los Angeles, and Mr. Milton J. Ferguson, State Librarian, Sacramento.

We believe that Mrs. Ingham's article will be read with interest and profit. We must see to it that the children in the schools have a clear understanding of the causes of the Great War that they may the more readily appreciate the steps necessary in building a New World Democracy.—EDITOR.]

OUR fathers braved the dangers of the rude Atlantic to found a state where they and their descendants might enjoy the blessings of liberty. From that day, Liberty has been our dearest possession, for which we have lived, struggled and when need arose, died.

To secure it, we issued the Declaration of Independence, dared the Revolution and framed our Constitution; to extend its principles, we waged our second war with Great Britain, the Civil and the Spanish wars.

During these years, our domestic life has witnessed a marvellous development of democratic institutions. Though our pathway has oft been rugged and beset with innumerable pitfalls of error, though we still have many faults to overcome, we have ever kept our eyes on the Ideal flaming ahead in the Heavens—Liberty, that means not only opportunity but duty and responsibility as well.

Out of this noble growth of Freedom has sprung tolerance towards other peoples and a spirit of protection towards weaker nations. The right to the same liberty which we love and shall defend to the death against all assailants, we joyfully accord to others. Through our adherence to liberty and our spirit of tolerance has grown our second national ideal—Peace. Accepting the counsel of our wise first President, we have loved peace, cherished it, and endeavored to spread its doctrine and proclaim its beauty to all mankind.

Why, then, loving peace, have we deliberately chosen war? Because we have come to know that peace and liberty are in mortal danger: because they have been directly at-

tacked, not only in Europe, but on our own soil: because in them are bound the American principles that alone make life worth living.

### Conflict Inevitable

It was inevitable that sooner or later, our country, the world's greatest Democracy, whose strength has been nurtured by the good-will of its free people, should come into collision with Germany, the stronghold of Autocracy, held together by the applied force of militarism. Autocracy within its own bounds has nothing to fear from Democracy which believes in the right of each people to an untrammelled development, but when Autocracy invades and would impose its system, Democracy rises in the majesty of its wrath and says, "Thou shalt not."

For years, Germany has thriven by presenting a strong military front to the world. She has built up a superb fighting machine on the one hand and trained her people on the other through educational, social and political institutions to a faith in the efficiency of her paternal aristocracy and the invincible might of her armies. Along with her great economic development and strengthening political power, grew an ambition for territorial expansion; an abnormal sense of her own superiority; jealousy of other European states; scorn of what she considered their weak internal condition, consequent on popular methods of government.

While secretly preparing for war, she posed as a promoter of peace. When she threw off her mask in 1914, we were stunned. We had accustomed ourselves to hope, to believe, that war was an anachronism, impossible to the civilization of the world. We were slow to

realize that the Germany we had admired and respected was a fictitious Germany—a cloak to conceal from the world the monstrous, incredible reality.

### Change in Public Opinion in United States

Public opinion in America has changed marvellously since the European War began. As a people, in 1914, we hated war, we wanted to be let alone, to attend to our own business. We re-elected President Wilson because he "had kept us out of war." We indeed pitied the suffering victims of the war and sent our dole across the waters but we expected Europe to settle its own problems. In harmony with our traditions, we sincerely believed that our best service to the world lay in maintaining our neutrality, even at the cost of some humiliation. Then, when the war ended, we would be in a better position to act as arbitrator, to help form a constructive program that would bring permanent peace to mankind. We supported the administration in its strenuous endeavors to promote an early end to the war. Gradually, however, our vision cleared. We saw that for our pains, Germany laughed in secret while she blinded us with false promises that permitted her to prepare for keener thrusts; that our national life itself was imperiled; that the war was a deadly attack on Democracy everywhere.

### State Documents of the Countries at War

Before we gave up our neutral position as a nation, our people had taken their stand as individuals. The atrocities committed in Belgium deeply stirred our sympathies against the Germans, and as we studied the European crisis, we were convinced that Germany was the chief aggressor. She was ready for war, wanted war and seized the Austro-Hungarian controversy as her opportune moment. "The assassination of the Grand Duke", said a member of the Reichstag, "was a gift from Heaven." The Austrian terms were dictated from Berlin; the German Emperor, not the Austrian, refused to permit the governments to arbitrate the dispute. The original plan contemplated an attack on America, but through ignorance of the real situation we long permitted the Allies to fight our battles.

As event crowded event, however, the fires in the crucible of our democracy burned out the dross. By the Spring of 1917, the mighty heart of America, inflamed with slowly gathering wrath, fused the scruples of a careful

President and the objections of a pacifist Congress to its own white heat. The eager response to the Liberty Loans, to the call for funds for Red Cross and Y. M. C. A. work and to the Selective Draft, attest the approval of our people for the war.

We have taken arms to defend our national existence, our self-respect, our honor; to help preserve freedom everywhere; to uphold the rights of neutrals, the integrity of nations, the principles of law and justice among them, and the cause of humanity in the world.

### Self Preservation

Self preservation is the primary instinct of nations as of individuals. We went to war with Germany to protect our life.

On April 6, 1917, we declared that a state of war existed through acts already perpetrated against us by the German government. Though professing friendship, she filled our country with spies and secret agents to spread inimical propaganda among the German-Americans; to wean them from their adopted loyalty she sent thousands of dollars to her Ambassador and other diplomatic agents to corrupt the American Congress; she planted bombs and fomented strikes in American manufactories; she placed explosives on ships which she knew were to carry American passengers; she invited Mexico to join her in an armed invasion of American soil, offering as a reward a portion of our territory; she attacked our own and other neutral ships in a war-zone which she arbitrarily determined upon the high seas.

### Gerard and Van Dyke

America was in danger, real and imminent. The kaiser hated us for our liberalizing influence upon the world; he coveted our wealth and power. With the Allies defeated, America would have been his next objective. He still counts on American indemnities to defray his losses. The acts of Germany, perpetuated against us in time of peace, were acts of war, so recognized by all nations. Our national honor, our self respect, our existence as a free nation, demanded action. We would have been the cowards Germany deemed us, had we hesitated longer. We had this choice and this alone, to join the Allies and fight now on foreign soil or wait to fight alone on American territory. In either case it is an armed invasion we rise to resist.

### International Law

We have entered this war to uphold the

principles of International Law, without which there can be no friendly communion, no justice, no faith, no treaties among nations. The same German Chancellor, who at the beginning of the war termed their solemn treaty with Belgium, "a mere scrap of paper", to be torn to shreds at German pleasure, said to Ambassador Gerard, "International Law is dead." German policy recognizes no restraints but force, no integrity of soil, no guarantee of the freedom of the seas, whose sovereignty indeed she claims. To satisfy the inordinate ambition of her ruler, she ruthlessly tramples on the principles of morality and justice among nations; disregards the solemn obligations of treaties, the plighted contracts whose careful observance builds the only sure foundation of Peace.

#### Neutrals. Weak Nations

The United States professes to be the champion of the right of neutrals, of small and weak nations. Germany began this war by violating the neutrality of Belgium, a weak nation, treating her to every conceivable indignity, torture and outrage. It would have been to our honor to have spoken then, but, hoping for greater ends, we held our patience. As the maritime neutrality was more and more invaded, we became the spokesman for all neutral nations and were laughed at and befooled for our pains, while the aggressions increased. Finally we knew that if neutrality were ever again to find its place, we must don our armor to meet the foe who denied the world the right to be neutral.

#### Monroe Doctrine

We hesitated because our Monroe Doctrine seemed to wave a flaming sword across our path. Since we forbade European nations to extend their system on the American Continent, courtesy seemed to require that we should hold aloof from European affairs. We did not see that by abstaining from the war, we were lending a hand to a Germany victory and that Germany victorious would immediately plant colonies on South American soil. Her expanding population desires an outlet and "necessity knows no law," says Von Bethmann-Hollweg. By permitting the kaiser to usurp the dominion of the seas, we were making of the Monroe Doctrine another scrap of paper to be thrown to the winds at the imperial will. We now know, however, that we are fighting for an enlarged, a nobler Monroe Doctrine, which we shall henceforth share with the

whole world:—so that no nation, how small or weak soever shall be exploited by or for the benefit of a large and powerful one. We have determined that the principles of International Law and justice shall not perish from the earth.

#### Democracy

We have entered the war because Democracy is imperiled. The Prussian system, which Germany is attempting to force on an unwilling world, is militarized autocracy. "We are Lord and King," said old Frederick William, "and can do what we will." "Germany wants to organize Europe," declares Prof. Ostwald, "for up to now Europe has never been organized." This German system is well expounded by the philosopher Nietzsche, who transformed the German army, already an efficient fighting machine, into a horde of barbarians. Cruelty, he teaches, is the foundation of a great nation. The strong must subdue and exploit the weak. Some are to be masters, the rest slaves. Democracy is inherently weak since it develops the many at the expense of quality. As the finest chrysanthemum is produced by stripping the buds from the stem till but one remains, so must weak men be cut off, that the best may develop into supermen. Only through terrible wars that revert to barbarism may Germany escape the influences that are debasing England and France. Besides Democracy, Religion has effected the decadence of man. "The cross of Christ is the most venomous growth . . . in the soil of earth." "I will make the world acknowledge the truth of my teacher, Nietzsche," proclaimed the kaiser. "Is life so dear, or peace so sweet," that we shall tolerate servitude under such a master?

We would not force our views on other peoples, but we do purpose, as our President has said, "to make the world safe for Democracy". The German methods of warfare, her low intrigue in diplomacy, her despicable espionage, her purposes and her policies endanger civilization and must be stopped. The world, to paraphrase Lincoln, can no longer exist half slave and half free. The autocrat forbids and we accept his challenge. Safety for Democracy will come only by Democracy. Germany herself will be purified through defeat and through that alone. She will institute a more liberal government when her dreams of world conquest fade away, when she sees that tyranny has been unable even to protect itself. Now, because of faith in the might of Autocracy, she holds to it as a bless-



ing, but when her faith crumbles, she will reject it as a curse. In Germany, the political and social groups are unconsciously arrayed against the government. One or the other must succumb. Since the government has prevailed, development has been egotistic, opposed to international freedom or tolerance. In democratic countries the various groups are themselves the government and development inevitably tends to tolerance. Autocracy refuses any recognition of duties to other states; Democracy develops a national morality that embraces duties as well as rights and responds to the impulse to justice. Democracy has thus taken on an enlarged meaning. It still means the rights of people to organize and administer their own governments, but it means further that the same force that works within shall be applied to world conditions and relations.

#### Rights of Humanity

By entering this war we render our greatest service to mankind. An outraged humanity calls for a champion. We must be true to our traditions: we cannot, we will not permit Germany to determine the conditions under which men shall live. Her creed is cruelty; her acts, barbarism. During the Boxer Rebellion we first came in contact with her doctrine of terrorism. "Leave your mark on China," the kaiser commanded his troops. "Be terrible as Attila's Huns," and John Hay wrote, "At least we have been spared the infamy of an alliance with Germany. I would rather be the dupe of China than the chum of the kaiser." Armenian massacres went unpunished because the Emperor threatened a general European war if the Turk were called to account. Ever has the kaiser's hand been lifted against Human rights. Germany's continually increasing list of shameful barbarities, her calculated policy of frightfulness, her bold declaration of abhorrent principles, obliged us, for our own self-respect to accept the gage thrown down to civilization. A nation that with cold intent starves children; deports civilian citizens of both sexes for hard labor in field and mine; separates families; outrages young girls; murders non-combatants in air raids; torpedoes ships filled with neutral passengers, women and children as well as men; sinks hospital and relief ships that fly the Red Cross flag; drowns or sets adrift defenseless men in mid-ocean; tortures and starves its prisoners; mines the neutral seas; introduces an asphyxiating gas;

poisons wells; scatters disease germs; makes screens before its troops of women and children;—in short treats as criminals those known to be defenseless and innocent, deserves the just wrath and vengeance of the combined powers of Christendom. The rights of man are higher than the rights of any government. A people who denies the principles of humanity and repudiates the claims of mercy is no longer fit to be tolerated.

#### Cause of Peace

We entered the war reluctantly, after repeated insults and injuries, because satisfied that by staying out we were hindering the world's progress, endangering Democracy everywhere and delaying indefinitely the peace which we longed to see established throughout the world. As a nation, we hate war but we have come to see that it is necessary to fight war to the death to save peace. Were Germany victorious war would become the normal state and peace but an occasional interval of preparation for more war. America would perforce become a permanently armed camp. And so we put on the panoply of war, not in spite of peace but in its behalf. The League to Enforce Peace exists today with the Allied armies for members. The legions of America march with high courage and expectant hearts not only under the colors of old Glory, but under the white banner of Peace.

#### Evolution of History

Once nations survived if they possessed the brute force to dominate, but Civilization has grown to accept the principle that the integrity of all nations, great or small, should be honored and protected. This is the evolution of the ages. A nation, like Germany, that flaunts the time-worn doctrine that might makes right, even to the spoilation and robbery of other nations, is an outlaw that must not be allowed to impede the development of the world.

Progress is a spiral whose path, though following a curve that sometimes seems to bend downward, leads continuously upward. The rights of nations are today respected through a moral policy. The present war will doubtless see this moral policy embodied in public law that will be upheld by the combined power of great nations. If so, out of the horrors of this terrible scourge will spring blessings that shall make us acknowledge we have not suffered in vain.



Young soldiers of France, going joyfully "to death for their native land," left us these undying words:

*Leo Latil.* "Our sacrifices will be sweet if . . . there shall be more light for the souls of men; if truth shall come forth more radiant, better beloved."

*Alfred Cazalis.* ". . . This war must not be sterile; from all these deaths, there must burst forth new life for mankind."

*Aeschman.* ". . . for the moral principles which are the glory of the human race."

#### **Lyman Abbott: The Rights of Man**

For ages the world has witnessed the conflict of two opposing ideals. One claims that the few are to dominate the many, who are their servants; the fittest survive; the weak are driven to death, the government is by and for the benefit of the supreme power in the state and the perfected ideal, universal despotism, would realize the ambitions of the German

kaiser. The other claims that the world is made for all; "to increase the sum of private happiness"; that the strong are servants of the weak, to make them fit to survive. The perfected ideal is Democracy, whose institutions exist for the benefit of the many.

The evolution of history leads the human race slowly, inevitably towards this ideal. Shall we not move with, instead of contrary to, this great principle of Development and live in harmony with the laws of God!

We seek no prizes in this war; we want no indemnity either of territory or of money, but we purpose to stand until the deeper purposes for which we entered are satisfied, until peace reigns and ethical standards prevail among the nations. We welcome the responsibility, the opportunity, the high privilege of participating in this great conflict in which we freely and gladly sacrifice and suffer, fight and die.

## **THE EMERGENCY IN EDUCATION**

**GEORGE D. STRAYER**

**President National Education Association.**

**W**E have conscripted the man power of the nation for the winning of the war. We have pledged our fortune, our lives, and our sacred honor for the sake of establishing throughout the world the principles of democracy. We are fighting not for ourselves but for the generations which are to follow us. That nation will be greatest after the war that gives the greatest opportunity to the boys and girls who are now in our schools.

Four years ago, short-sighted men in the nations who are associated with us in the war, held that it was necessary to take children out of school and put them to work. Statesmen in England and in France soon realized the folly of this practice. In those countries, one of the most important problems before their legislative bodies during the past two years has been that of providing increased educational opportunities for boys and girls. France has maintained her school system and is proposing to extend the opportunities provided for youth. England, under the leadership of Herbert Fisher, has proposed and has passed in Parliament a law which provides for continuation school education of eight hours per week in daylight hours on the employers' time for boys and

girls between fourteen and eighteen years of age.

There is also provision in the Fisher bill for the education of capable boys and girls in secondary schools, even though their parents are not able to maintain them. The central education authority, with the local school board, is authorized to provide maintenance as well as free tuition for these boys and girls who are to become the leaders of the nation.

We cannot do less for the boys and girls of America than is being done by England, who has mobilized her men and women in the struggle for freedom, or than France, who has sacrificed without stint or limit in the cause of liberty. America must wake up to the emergency which confronts her. One fifth of the boys and girls of the United States are being taught by untrained teachers. Men and women are leaving the teaching profession because of the rewards which are offered and the social sanctions which come to those who engage in other occupations. Our training schools for teachers have lost from fifteen to sixty per cent. of their enrollments. If we are to provide that fundamental training, without which we may not hope to develop an intelligent citizenship, the

choicest of our young men and young women must be attracted to the teaching profession. They must be provided with salaries sufficient to enable them to participate in the intellectual and social activities of the communities in which they live.

If it is necessary, as the Railroad Wage Commission reports, for a railroad worker on a \$600 salary to have an increase of forty-two per cent. in his wages, how much more necessary is it for teachers whose average wages are \$600 to have provided for them at least an equal increase. If, as the Railroad Wage Commission reports, men who receive \$800 a year in wages are entitled to 41 per cent. increase in wages, how paltry seem the increases of from 2 to 10 per cent. that have been grudgingly granted by some of our city boards of education.

Before the war, we permitted boys and girls in our elementary schools to be taught in foreign tongues. In every state of the Union laws should be enacted and enforced which will make it forever impossible for a boy or a girl in the United States to be taught in any tongue other than English in the elementary schools. Our ideals and our institutions cannot be understood by a boy or a girl who has been taught in German or in French or in Polish or in the Scandinavian tongue. An illiterate cannot be a good citizen. The millions of those above ten years of age who can neither read nor write must have provided for them a system of public education. It must no longer be possible in the United States for a man to become a citizen without ability to read and to understand the English language, and to show that he appreciates the fundamental principles of our democratic government.

We must provide physical education and health service for all of the children of the United States. It is not enough to establish for the favored few who live in the most enlightened communities the instruction and the care which make for physical vigor. The nation must provide a program of instruction which is to develop a new physical ideal. Opportunities for recreation which will make for normal physical development and good health, and a type of health service which will insure remedial treatment whether or not the parent is intelligent enough to secure the necessary service.

More than half of the children of the United States are in village and rural schools.

These institutions have been neglected. The principles fundamental in our democracy which promise an equality of opportunity to every child and an equalization of the burden of taxation to all citizens, cannot be made good until the wealth of the nation has been made available for its schools.

National support for the training of teachers, for the development of a program of physical training and health service, for the Americanization of the foreigner and the illiterate, and for the equalization of opportunities in terms of teachers, equipment and the like, must be provided.

Education is the greatest concern of the nation. England and France and Italy have long had their ministries of education. We must establish in our national government a secretaryship of education.

#### 100% MEMBERSHIP

Eleven counties will hold their Institutes jointly with the Northern Section, C. T. A., the week of November 11 at Sacramento. In every county and city in the district a drive is under way for a 100% membership in the Association. Word has just reached us from Butte County that the County Superintendent has appointed a committee of which she is chairman, and that is representative of every locality in the County. This committee is working aggressively to make clear to those not now members of the Association, the advantage from affiliation.

There is pointed out in the article appearing on the page following, the reasons for every teacher in California becoming a member of the C. T. A. Teachers owe it to themselves to belong to the National Association, their State Association and to local teachers' organizations. There is offered no investment that will result in a surer income to the teachers, both in terms of professional advancement and in dollars and cents, than such membership affords. Teachers, too, owe it to their fellows to add personal strength to the organization, thus to help bring about legislation so necessary for the schools.

Already several cities and towns in the Northern Section report a 100% membership. The same is true of a number of schools located elsewhere throughout the State. Work in the new Section, the Central Coast Section, is going rapidly forward, and the Bay, the Central and the Southern Sections will soon take up the campaign.

A. H. C.

## REASONS WHY EVERY CALIFORNIA TEACHER SHOULD HOLD MEMBERSHIP IN THE C. T. A.

RICHARD G. BOONE

Professor of Education, University of California.

THE California Teachers' Association is the professional family of the teachers of the State. It was organized in its present form, in 1908, in the belief that they were possessed of enough common interests to justify an attempt to work out their purposes in a body.

Other professions do so. Lawyers and doctors are civic factors to be reckoned with because of unity of effort. Manufacturers, merchants and laborers cooperate for their common ends. By various forms of association control, fruit-growers have immensely improved their products and their marketing. Farmers, even, are beginning to have their close organizations. Academic specialists and teachers in science and philosophy cooperate in larger or smaller groups. All find profit in this combination of forces.

There was every reason to think that teachers, in themselves and their teaching, might be measurably benefited by consolidating their forces in state-wide team-work; whether it be through influencing the general public to a more intimate interest in the schools; or the law-makers to support progressive legislation; or school officials to impersonal and non-political management of their schools; or taxpayers to a more generous appreciation of the educational program:—that neither individual teachers, nor segregate groups, nor geographical sections of the State, nor political factions, should work at cross purposes. It was seen that the state system is *one*, from the kindergarten to the university; one in purpose and support; one in responsibilities and privileges; one in its dependence upon a supporting public sentiment; every educational agency, stable or tottering, as is the whole.

### The Organization and Purposes of the C. T. A.

The form of organization adopted for California was unique among the states: one association for the entire state, made up (now) of five sections; each, in its membership and its organization, represented in a central body, the Council; each contributing in proportion to its membership to the support of the whole;

each left free to work out its own local purposes, and each needing, therefore, a 100% membership in its own territory; each sharing in the benefits from the activities and accomplishments of the Central Council; and each bearing its share of expenses and responsibilities. It is a truly representative organization.

There are five sections: The Northern, with approximately 550 members; the Bay, 2300 members; the Central, 600; the Coast, recently organized, 150; and the Southern, with 5000. The Central Council is composed of the Presidents and Secretaries of the several sections, and representatives from each section in the proportion of one delegate to each 300 members, or major fraction thereof; the election in each case being based upon the membership of the preceding year. Of the 46 members of the present council, 32 are connected with the elementary schools; 23 hold administrative positions; 13 are women. The Board of Directors consists of 9, elected by the Council from its members.

A central office is maintained in the Monadnock Building, 3rd and Market Sts., San Francisco, where is to be found the permanent secretary, who is also editor of the *Sierra Educational News*, the official organ of the Association. The journal is published monthly from September to June; and contains educational contributions by state and national leaders, reports of section and council meetings, and the official acts of the Board of Directors; timely discussions of educational literature, book reviews, editorial and news items for the state and the nation, etc.

Other states, notably Colorado, Illinois, Kansas, Missouri, Nevada, New York and Oregon have since adopted, in whole or part, a similar form of organization. The State deserves and has received wide-spread recognition for a notable achievement. To the men and women who, in the previous decade, were responsible for the conception, and to the management of the organization since 1909, teachers are indebted for more seasoned consideration of educational interests, and for more helpful school legislation, and more stimulating pro-

fessional support and public confidence, than for all the years of our history since the days of John Swett.

### A Preliminary Statement.

The following inventory of the primary reasons why every California teacher should be actively connected with the C. T. A. are noted as theses for the subsequent paragraphs.

1. Because, sharing in the honors attached to the profession, every one should bear his share in responsibility for the efforts made to promote its growth and influence.

2. Because of the stimulating influence upon one of an interested membership in an organization of his co-workers.

3. Because of the effective service which, since its organization, it has rendered to the California teacher, in privileges, security, and salary, and fresh insights into education.

4. Because of the present need for concerted action to further improve teaching conditions, and to stimulate public cooperation.

5. Because of the small expense and the large professional advantages of such membership, in the way of published proceedings, monographs and bulletins, the News subscription and a central office of information.

These five items are an inventory only, of the more obvious advantages of cooperative effort through the C. T. A., that should enroll a 100% membership of California teachers. Nowhere else has a central organization reason to expect more loyal support in money, and time, and contributions of material. Nearly 10,000 California teachers know that it pays.

### I. The Teacher's Responsibility to the Profession.

One of the most pronounced convictions of the present day is that education is a socializing process; that every one shall be habituated to a sense of membership in the group life; that he may count for one as adding something of value. The individual is strong, as an individual, in proportion as he is able to re-enforce his own efforts by cooperating with others. And the group, composed of himself and others, is effective as each makes his proportioned contribution to the combined effort.

In other spheres of life, we have come to magnify the value of team work; in sports, in church and philanthropy, in civic and welfare movements, in political and economic affairs. The principle applies with peculiar force to teachers and their societies.

Whatever honor attaches to the profession is reflected upon the members. Each teacher, aside from his personal worth is endowed, because a teacher, with a measure of public and traditional respect, with which no one can be credited, but which every one shares. To be willing to accept its reputation, to take advantage of its services, and to enjoy the counsel and guidance and financial returns incident to such connection without adding one's mite to its support to help fight its battles is a form of selfishness which hurts no one more than the individual himself.

Cooperation is a human quality; selfish isolation is suicidal. The best results are accomplished by concerted effort by those who have common purposes; by standing together, and *all* standing together; content to agree upon and work for, fundamentals; every one doing his part. The present war should have taught us this lesson, if previous experience has not. California teachers have achieved so much by their mutual striving, that much has come to be expected.

Of the 17,800 teachers in the state, there are 9248 who, for one reason or another have not identified themselves with the central organization. Many of them are doing efficient work, both in teaching and for the profession. The Association needs their help; not their votes, only, as some have thought, but their active assistance. To do what one can to make the work of the meetings more helpful; to carry the best things back to one's own neighborhood; and to test out in one's school the successful teaching of others, is one way of realizing one's obligation to the profession.

### II. The Stimulating Influence of Membership in the Group.

Group life is the normal human life. There is inspiration in the companionship of one's kind. Few of us are able to do our best work alone. There is wholesome incitement in feeling that one is an organic part of a power greater than oneself; to have our single efforts re-enforced by others at the same tasks; to catch the shine of an understanding deeper, or other, than our own. Life is individual, but the abundant life is social, born of spiritual intercourse, the touch of souls; the measuring of ideals and purposes; the reach to compass



another's insight; the sincere attempt to take another's point of view, and to test one's own by these ideals. From such membership come breadth of interest; new experiences from which an isolated life would bar one; the open mind, therefore, teachable; a new sense of power, the power of many re-enforcing the power of one; a heightened confidence in self.

The teacher, busy with the more or less immature minds, needs this frequent and intimate association with his equals, and especially with his co-workers. This may be realized in part through books, through occasional fallow years of study, through the abundant professional literature, and local companionships. But most of all, the teacher needs the consciousness of being among his fellows in some creative efforts, in organization committee work, in talking and writing and reading on the program, and in an interested following of the constructive activities of the whole body of teachers.

It is believed that any one who is interested in his teaching as a civic service, may find in the C. T. A. membership most if not all of the benefits named; not the city teacher alone, but rural, village and town teachers; not administrative officers only, but the class-room instructor; not teachers only, but board of education members,—all who are interested in the training of youth for manhood and womanhood. There is money value in such connection for the teacher, not less than higher professional standing and teaching skill.

### III. What Has Been Accomplished for the Schools?

One paragraph in this brief statement that should appeal to every teacher is that which recounts important gains for the schools through the direct, or the indirect but supporting efforts of the Central Council, re-enforced by the recommendations and active encouragement of the several sections. No important venture has been undertaken or carried on that did not have the willing and intelligent support of the local bodies. Grateful appreciation, too, is here accorded for the cordial and constructive co-operation of the State Department of Education, and for educational reforms initiated by one or another of the forces there.

The following things are noted as typical only, of what has been done.

1. The Council maintains a dozen or more standing committees, upon as many school or educational questions. Their respective problems are studied; information is gathered; the situation is discussed in the section, association and council meetings; and, in most cases, a provisional or final report rendered, which by publication, is made accessible to every member.

2. In the interest of the rural elementary schools, legal provision has been made for the apprenticeship teacher, under direction of certain of the normal schools. This implies a modicum, at least, of sympathetic supervision. Nearly half the teachers of the state are outside the urban districts and do their work under a handicap. They are entitled to as careful teaching direction as the cities receive, a suitable training, and adequate tools for their work.

3. The original Teachers' Retirement Salary law would not have been possible, at the time of its passage, except for the long, painstaking, and statistical study of the problem, and its support by the organized teachers of the state.

4. The reorganization of the State Board of Education, including an excellent provision for the appointment of expert commissioners, as deputies or agents of the board was initiated by and carried through the legislature under the influence and watchful guidance of the C. T. A.

#### Cooperation with Other Agencies.

5. The increase in teachers' salaries, slight as it has been, and locally applied, obviously could not have been accomplished, by any individual, or local, or sporadic action. A state-wide campaign to educate public and official opinion; and a showing made by the combined forces of the state, and the *organized* forces, were necessary; and teachers generally shared in the advantage. To replace the loss of school revenues, by the repeal of the poll-tax provisions, 80% of which was recovered, additional funds were secured, and all went for teachers' salaries.

6. The traditional method of the annual election of teachers has given place to a state policy for regulated, indefinite, but fairly certain tenure, affording a safeguard of position which every teacher must appreciate. It was accomplished by the teachers working together through the C. T. A.

7. The Association lent its active support also, to legislation that legalized tax-supported kindergartens as an organic part of the public school system. In this movement, confidence was shown in the leadership of the Council by the



hearty cooperation of kindergarten societies, women's clubs, parent-teacher associations and the Commissioner of Elementary Schools. As a result, California has over 600 public kindergartens, all established within five years.

8. A like responsibility was shared by interested citizens and school officials in providing for a state department of Physical Education; making some kind and amount of such training compulsory throughout the school period. A state director is charged with organizing the work. The present national emergency has fully justified the forward-looking vision.

9. Under the influence of an unyielding discussion carried on for years, and a careful accounting of the cost and inefficiencies of over-large classes, there has come a measure of reduction, especially in elementary schools. In this, the cooperation of the Commissioner of Elementary Schools has been steadfast and sensible.

#### The Reorganization of Our State System.

10. Gratifying progress has been made toward the re-adjustment of the State System: the legal recognition of the Intermediate (or lower high) School; the Junior College as a part of the Secondary System; and the segregation of funds and formulating of teacher credentials to correspond with the new order. Under the law providing for "post-graduate grammar schools" (substantially the lower high school) such schools have been established in 28 counties. Beside these there are the more or less separately organized "Lower High Schools" in the principal cities; fifteen making report to the Commissioner of Secondary Schools. Among "post-graduate high schools" (to employ the legal designation), what are popularly known as junior colleges, there are more than a dozen with approximately 1500 pupils.

The State, in other ways, also, is reaping the effects of years of discussion of these and allied problems, in the recent appointment by the State Board of Education of the "Commission of Twenty-one," on a reorganization of the State System and a Codification of the School laws. The C. T. A. and the Central Council are disposed to cooperate in all these movements.

#### The Council on Guard.

11. Two important services, but of preventive character, rendered by the Association, appear in (1) the defeat (thanks to the Com-

missioner of Secondary Schools) of the attempt to foist uniformity of texts upon the high schools; and (2) the use of the referendum and initiative with reference to Assembly Bill No. 1013 restricting the possible school taxes in successive years. Either for the improvement of existing schools to meet new demands, or to provide for increased attendance the latter is of concern to almost every school district in the State.

12. Throughout these several campaigns for the improvement of school conditions, and the increase of school accommodations, the hearty support and leadership of the State Board of Education, the office of the Superintendent of Public Instruction, and the Commissioners, have been a source of assured assistance and wise counsel. In this intimate and uniform cooperation of the State Department and the State Association, no teacher can fail to find both material advantage and professional encouragement.

#### IV. The Present Need for Concerted Action in California.

Notwithstanding these progressive measures, further changes are seen to be called for, to which those have been preparatory only, or the first stages. The study of certain of *these*, even, runs back through the years. It is a mark of a vital school system that it is able to take on new growth. Here lies the hope of our California school system: it reveals so many possibilities of growth. The few traditions are more easily broken or effaced than in older societies. The inertia of progress carries us forward. In what has been done, are open doors to what may be done.

Here are to be noted a few only of the more obvious conditions for school and educational betterment; either those which are already on the program of the Association in one or another section; or taken up by the Council for its careful study; or by the State Department with which the C. T. A. and the Council are cooperating. The purpose of this paragraph is to picture the opportunity that is offered to all teachers to render assistance.

1. There is urgent need to increase the state and county apportionment of school revenues, and to provide for their equitable allotment. If, as current enlightened opinion holds, the schools of the entire state are to be one system; if "the property of the commonwealth is pledged to the education of all the children of

the commonwealth"; if equal opportunity for schooling is to be secured to all, and to all sections of the State,—then the State must furnish a larger share of the revenue than now.

There is no more important civic problem before us than this; and the C. T. A. is devoted to its solution.

### **The Movement for a Larger Administrative Unit.**

2. The conception has been growing, that, in California for the adequate support and efficient administration of schools, a larger unit than the district should be adopted. In many counties of the state, on the programs of the several sections, and by a number of Committees, work has already begun looking toward adequate legislation to accomplish this purpose. Under existing laws, the dispersal and isolation of rural schools make for over-officering, much needless expense, inefficiency of management, and the inequality of opportunity, even in the same county.

The Council has long been sponsor for this movement, and is receiving the encouragement and advice of state officials.

### **The Teachers' Retirement Salary Fund.**

3. Because of the manifest inadequacy of its income, the law providing for a Teachers' Retirement Fund must receive early and constructive revision. Because of the constitution of the fund, every teacher is concerned to know the changes to be proposed. How to preserve the integrity of the fund and pay the retirement salaries as they become due; how to increase the fund without unduly burdening the teachers; and how to guarantee "its stability" involve serious consideration by the entire teaching force. Aside from the official reports from the Retirement Board the only way of keeping informed is through the Association's programs and the SIERRA EDUCATIONAL NEWS.

### **Of Rural Schools.**

4. When one considers how large a proportion of the children are in rural and village districts; that, outside the populous centers the tax-valuation is often low, and the state apportionment not large; it must be apparent that some provision should be made for more liberal support, and better equipment, and closer and more intelligent direction for their schools. In 1916, nearly one-third of the counties of Cali-

fornia had less than 8 months of school; the average for the state was 166 days.

The people living in these districts, and the teachers in their schools, are, naturally, the ones most interested. But every city, or financial or commercial center is vitally interested also, in these producing territories that contribute to its prosperity, and in the conditions of their schools. No school, today, in city or country, can prosper on the pro-rata support of ten years ago, and do either the kind or the amount of work demanded.

5. Closely related to this question is that of providing more fully for the effective union of elementary districts to the end that small, poorly equipped, meagerly supported schools shall be merged in larger ones to be more economically administered and better taught. In 1916 there were 27 such consolidated districts in the State. Matters of topography and often the sparse and unequal distribution of population make the situation peculiarly difficult for California. But a way will be found; and the cooperation of all the C. T. A. sections, and every grade of teacher, in conjunction with the State Department of Education will be needed in counsel and criticism. Fewer schools, better furnished, taught by better prepared teachers, better paid, for longer terms, and using a more varied and motivated program should be the watchword of all teachers.

### **Special Work of Council Committees.**

6. Throughout the country, the rights of the exceptional child are coming to the fore. This rests upon a recognition of the existence in every school of children of various degrees of mental ability, and school capacity, and moral divergence, and educational potentials. Here is one of the teachers' most perplexing tasks; not how to work widely differing learners into one homogeneous group, but how, rather, to conserve their individuality, doing for each what each needs and can use; weeding out the unfit or the ill-fitted to be trained elsewhere, neglecting none; providing somewhere for all, and thus strive for a higher general efficiency. A committee of the Council has the matter under investigation. THE SIERRA EDUCATIONAL NEWS will be practically the only means of keeping in touch with the conclusions as they are published.

7. Another committee has in charge an inquiry into the aims and means and methods of

Americanizing the adult foreigner; the civic training of the alien; how and under what auspices it may best be undertaken; the relative responsibilities of the State and the locality for the intelligent habituation of the immigrant. He comes to California. His citizenship is a state possession. More or less by chance, he is domiciled in a particular place. What proportion of the expense of his education and civic shaping should be charged to the locality? What part to the state?

California has, not in the cities alone, but scattered throughout the several counties, an adult foreign contingent, much in need of domestication to our business customs, our social standards, our civic ideals, and our laws, such as will make them assets and not liabilities to our American society. The present war conditions, and the newly-discovered presence in our midst of thousands who are Americanized in neither language, behavior, nor political ideals,—only serve to magnify the civic significance of the class, and its possible menace. And it promises to be a problem for the generations in every state, and for almost every California community.

Closely allied with this problem is the more general one of illiteracy in our State. The percent here is about half of that for the country at large,—3.7% against 7.7%. But 15 states have less than we. The National Illiteracy Committee reports in California 76,984 persons 10 years of age and over, illiterate. In 24 counties (nearly half) there are a thousand or more each, chiefly foreign born whites. 52.8% of these are within shopping distance of the two cities, San Francisco and Los Angeles; yet every county has its quota; and everywhere they are a menace to the wholesome development of our society. The problem must be solved by the schools. Teachers, in every district, should make it their purpose to aid in eliminating the illiterate, using every organized means to accomplish the purpose.

8. Not for the alien alone, however, but for hundreds of others, already Americanized men and women, but of limited schooling, there is recognized the need for special means in their education; better organized and more liberally managed evening schools, and more of them; (these will be mainly of elementary grade perhaps); but evening high schools, also, and specialized courses to meet the varying needs

of day workers, to perfect and extend their skill.

Along with these must come, in time, free day continuation and part-time schools; special industrial schools and classes; provision for the improvement of the domestic and intellectual, and civic and economic positions of the immigrant woman. All these lie outside the function of the traditional school, but necessary for social health. In cooperation with the Federal Board for National Vocational Education, and our State Commissioner of Vocational Education, something should be accomplished. But there will be needed much public discussion, and a general teacher interest, and equipment of schools to accomplish anything worth while.

### The Vocational Preparation of Women.

9. As a consequence, or accompaniment at least, of our rapidly changing economic system; and incident to the ravages of the present war among men, the problem of new and suitable vocations for girls and women, and especially those of limited education calls for consideration.

Difficult as it is, it is yet comparatively easy to provide for the industrial training of boys and men. For girls and women, the program is neither well-defined nor simple. All of the 30,000,000 women of the country must have access to their birthright training for the home, and very properly seek it in the schools. But 10,000,000, or one in every three, are today in wage-earning occupations outside of the home. And they equally ask a chance at this training, too. Thousands of this class are here in California. What can the schools do? Where can teachers be found? What preparation must these teachers have? Where can it be obtained? In the broader sense this is of quite as much concern to rural as to urban communities and schools. Will California teachers make it *their* problem?

A committee of the Council has this study under way; and Association Conferences give it place on their programs. More than 85% of California teachers are women; and in a peculiar sense it is *their* problem. It can be solved by their concerted effort only.

### Institutes and Reading Circles.

10. Regarding teachers, themselves, several interests, beside those already mentioned, emerge: the improvement of the Teachers' Institute; the organization and use of Reading and Study Circles; and, for the more sparsely

settled portions of the State, the providing of Teachers' Cottages, in some hundreds of school districts, etc.

That the Institute may be reconstructed; or that some other means may be devised to effect an annual or more frequent knitting together of teachers' interests, in country or city, is the belief of those who are studying this traditional means.

In some states, and in certain counties of our own state, the work of the present-day institute *has* grown less scattering, more stimulating, and is taken more seriously than in most places. But, with the exceptions noted, they are in no sense of the character of the meetings of most other professional societies, either in the dignity of their deliberation, the discussion of underlying concepts, or in the general participation of members. Yet education has no occasion to yield the palm to any of them in the gravity of public interest,—not to law, or medicine, or architecture, or art, or science, or invention, or social reform. All hark back to the school.

As a partial substitute for the Institute, or to supplement it, a few communities have organized reading or study circles, having the effect of stimulating individual effort along with membership in a larger society. In some states are state-wide circles; separate counties in other states, and a few cities. The movement has but started in California. It ought not, perhaps, be made a matter of legislation, but be left to voluntary effort, and be locally conducted. There is need, however, for some more general concert of effort for the improvement of teachers already in service; and this might well be made a legislative interest. It is the growing teacher only, who is worth his present salary, not to mention an increase.

The Teachers' Cottage device for bringing to the rural teacher, and even the village teacher, more of the privacy and convenience of a home than are possible in many isolated districts, is being considered in California, as well as in a number of other states; and some thousands of our teachers will be found personally interested in the proposition.

#### The "News" Office as a Clearing House for the Schools.

11. The "News Office" should be and is gradually becoming a clearing house for educational investigations, carried on by the Council, by committees of the several sections,

and by individual research; for institute and association programs, and professional literature. The office has been urged to constitute itself a registration bureau for teachers and positions in the interest of association members. It is hoped this, too, may be accomplished. It is predicted that more teachers as they come to know the secretary's office better, and the services of the general Association, will find them an indispensable resource in their teaching. With more members, with all the teachers members, more and a greater variety of services may be assumed.

Many teachers are already interested in the Thrift Movement, initiated by the N. E. A., in the appointment of a Committee, in 1915, to study the subject. A series of papers has been read at each of the national meetings since. "The American Society of Thrift", of which S. W. Straus of New York is President, has Pacific Coast offices in San Francisco and Mr. Chamberlain is Educational Director. There is also a Committee on Thrift of the Commission on the National Emergency in Education. There is a similar Committee in the C. T. A. The lessons of the war have given most of us new meanings to small economies and habits of thrift.

12. Another matter that involves interesting possibilities is a movement that originated in California, and grew out of an experience of the advantages of the federation of organizations, looking toward an affiliation of State Associations with the National body. Just as every teacher has need for a wider connection than a local society offers, or institute or club, and so joins a state organization; something of the like benefit comes from a federation of State Societies under a national incorporation. A consideration of the matter is already under way here in California, as it was at the Pittsburgh meeting of the N. E. A.

Of somewhat similar import is the movement to more closely coordinate the educational forces of the entire country by erecting the Bureau of Education into a federal department, carrying a cabinet portfolio. This was ably argued by our last year State Director of the N. E. A. (Mrs. Dorsey of Los Angeles) and discussed at the Pittsburgh meeting. California teachers will be interested to keep informed of the discussion that is sure to follow.



TABLE OF WAGES AND SALARIES—1915

Building Trades	Ship Building Trades	Other Selected Occupations	California Teachers' Salaries	
Carpenters .....\$1232	Foremen .....\$2352	Machinists .....\$1134	Elementary—	
Plumbers ..... 1296	Ship Fitters..... 2240	Sheet Metal..... 1456	Men..... \$1050	
Painters ..... 1299	Punch Oper's.... 2016	Ship Wrights.... 1260	Women.. \$746	
Masons ..... 1820	Plate Hangers 1960	Blacksmiths .... 1120	Secondary—	
Cement ..... 1288	Helpers ..... 1680	Milkman ..... 840	Men..... 1456	
Plasterers ..... 1960	Journeyman .... 2240	Mailman ..... 1000	Women.. 1331	
Lathers ..... 1374		Compositors .... 1190	Principals—	
		Policeman ..... 963	Men..... 1295	
		Foremen ..... 952	Women.. 1272	
Average.....\$1467	Average.....\$2081	Average.....\$1102	Average..\$1267	\$1116
Average for All.....		\$1550		

### What Is Your Answer?

Under item 3 have been rehearsed certain facts concerning the things that have been accomplished for the schools since the organizations of the C. T. A. These have been mainly upon its initiative, and without exception, with the encouragement and active support of the Council. Cooperation has been freely given to other agencies, and, particularly to the State Department of Education, and the Committees on Education in the two houses of the State Legislature.

Under item 4, count has been taken of certain proposed or needed legislation or other services yet to be undertaken for the schools.

From the two showings, there would seem to be no reason why any teacher should not, and abundant reasons why every teacher should, ally himself actively with the C. T. A.; the agency that has done so much for the one big abiding social interest, in peace or war,—education: an interest, too, to which the teacher has voluntarily devoted his life. What is your answer?

### Concerning Salaries.

13. Very naturally, the one outstanding question is how to secure for teachers, of all grades and positions, a compensation, fair to the public and the profession, and proportioned to the costs of living and the social standards expected from them.

The National Education Association has maintained for some years, a committee on salaries, pensions, cost of living and kindred matters. Its official reports of 200 to 400 pages are a mine of information. Each member of the N. E. A. receives a copy free.\* Periodically, the U. S. Bureau of Education publishes monograph reports of studies and findings in the

same field. The California Council of Education, also, has its committee with like purpose. (See SIERRA EDUCATIONAL NEWS, June 1918, p. 340). It is no argument that teachers *want* an increase in salaries. They must know the conditions, and have some authoritative knowledge of the facts that justify their claims. These, the C. T. A. and the Central Council are concerned to discover and to make known.

The accompanying tables, while necessarily far from complete are accurate enough for some interesting comparisons of wages, salaries, and cost of living, among teachers, wage earners and other employees, and will bear careful study. Other information that would have been valuable could not, at the time, be obtained.

### Comparisons of Wages and Salaries.

Of wages and salaries, let it be noted that of the 22 occupations reported, in none of them are the workers called upon to spend so much, either of time or money, in preparation, as the lowest-paid teacher, even. In none of them are the collateral expenses of keeping up with the occupation so great as for teaching. Of the regular workmen in any one of these trades, their tasks being set for them by overhead direction, the personal responsibility is negligible as compared with that of the teacher. Finally, with most of them the necessary standard of living is less a burden than with teachers.

Yet the average annual income of the nine least-paid occupations (group III for 1915) was greater than that for the men, even, the same year in California Elementary Schools.

The table quotes figures from the official report of the State Industrial Commission, for wages of employees; and from the report of the State Superintendent of Public Instruction, for teachers' salaries.



## TEACHERS' SALARIES IN CALIFORNIA FOR A FIVE-YEAR PERIOD—1913-1918

ELEMENTARY—	1913-14	1914-15	1915-16	1916-17	1917-18
Men.....	831	1021	1050	855	905
Women.....	739	731	746	888	896
SECONDARY—					
Men.....	1460	1529	1455	1539	1451
Women.....	1174	1074	1331	1380	1337
PRINCIPALS—					
Men.....	1624	.....	1224	2042	2036
Women.....	978	.....	970	1961	1943

All incomes have been reduced to annual figures; for wage earners, allowing for Sundays, holidays, and other interruptions, 280 days have been counted a year. Were the actual number of working days known and used, the income of most workers would perhaps be considerably increased.

Few teachers are paid by the year; and the number of months in the school year, in California, varies between less than 8 to more than 10 months. The annual salary, however, was counted upon the actual months of school in each county.

The variations in salaries have been considerable, especially among men, both teachers and principals. The losses arising, doubtless, from the withdrawal of experienced teachers from certain positions because of war work, their places being taken by younger and less highly paid men and women.

The figures for both wages and salaries refer to California only, except a paragraph or two on cost of living.

The average for the seven building trades was higher than for all the school people for the same year, not including school executives. And the average annual earnings of the six groups,—bricklayers, plasterers, ship-fitters, punch operators, plate-hangers, and ship-yard journeymen (\$2038.40), is larger than for any group of teachers, the higher administrative officers only, excepted; more than twice as great as the elementary teachers of twenty-five California cities receive; nearly 40% higher than the male high school teachers of the same cities receive; and 25% above the pay of their school principals.

The average yearly salaries of the teachers in five of the seven California normal schools reporting their schedule is \$1283. This is nearly \$300 less than the average yearly earnings of the 22 industrial occupations included in the table; and 28% less than those in the ship-building trades.

The average sheriff's salary in the 58 counties of California is a trifle over \$4000; while that of the County School Superintendent is \$2022.00. In 16 counties, the Superintendent's salary is one-third that of the sheriff, or less; in 34 counties, it is one-half or less. In one county the public surveyor receives 30% more than does the Superintendent of Schools; in another 50% more.

All of which means, not that wages, or municipal salaries are too high, but that very obviously salaries of teachers are shamefully low, when consideration is given to their long and expensive training, the increased outlay for living, the increasing demands made upon their time and energies, and the literature of their profession, that must be kept up to date.

## Of the Cost of Living.

In any study, however brief and superficial, of teachers' salaries, important questions are involved: their relation to incomes in other occupations; their relation to the cost of living; the relation of present salaries to those of five or ten years ago; the unequal salaries of men and women teachers for corresponding services.

Because of inadequate statistics, few of such questions can be answered with completeness. A few inferences and interpretations may safely be noted. For California in 1916, men principals received 26% more than women; and a like proportion obtained among teachers. But the cost of living bears equally upon all.

Before the Commonwealth Club of San Francisco, in 1917, it was shown that from 1906 to 1916 the cost of food had advanced 30%. During 1917 there was a further increase of 19%. That is, in December 1917 for the purchase of flour, meat, potatoes, etc., \$2.16 was equal to \$1.00 in 1906. If one were content with an

inferior quality of the same stuffs, \$1.00 in 1916, would equal \$1.91 in 1917.

In the *Journal of Home Economics*, February 1918, a study was reported of food and clothing costs in Buffalo. Of 14 articles of food, from flour to eggs, the average increase of prices, 1912-1917, was 77%, varying from 25% on tea, to 150%—180% on flour and meat. While the figures for Buffalo and San Francisco, for example, would doubtless differ, the ratios would be much the same.

A comparison of retail food prices for July 1918 with prices for July 1917, shows an average increase of 15%, (in San Francisco 20%); and increases averaging 69%, are shown for the five-year period from July 1913 to July 1918. A study was made by the Department of Labor, Washington, of the food prices prevailing 1918, with those noted five years ago, showing that the purchasing power of a dollar had shrunk to 54 cents in Washington and Baltimore; to 75 cents in Philadelphia, to 59 cents in New York and Chicago, and to 63 cents in San Francisco.

In the report previously quoted, the Commonwealth Club showed an increase in the wages of Union Labor 1906-1916 of 16%. In the year and a half since then the increase has doubtless been considerable in some lines, and in a less degree, more or less general. Of teachers' salaries in California, as reported by the State Department, the advance has been negligible; men grade teachers gaining from an average of \$831 in 1914 to \$905 in 1918; and women grade teachers from \$739 to 896. In the years covered by the table, and especially during the last two years, living expenses have risen enormously; and while, in certain cities in California, and in a few states, salaries have shown local increases, the average for the state has not been appreciably changed. The general rise of prices affects the expenditures of teachers as of other persons. Their food and clothing must be had from the same markets others use.

The National Industrial Conference Board, June 1918, estimated the increase in cost of food 62%; clothing 77%; fuel and light 45%:—with an average increase of 50% to 55%, July 1914 to June 1918. The figures for the State of Washington were practically the same for the same period. For California, the difference would not be material.

## V. Financial Aspects of Membership in the C. T. A.

Whatever the type of voluntary societies, one takes membership expecting some sort of return; either the pleasure of rendering a service to others; or the joys of companionship; or an opportunity for self-improvement; or for public recognition (to satisfy one's ambition, or a desire for promotion): or financial gain. For any of these purposes, one's connection with the group may, perhaps be justified. All of them, in varying degrees, may be laudable. Indeed in almost any, even professional societies, the several reasons may be present, and influence one's choice. It seems improbable that any alert, earnest teacher would be indifferent to any one of them.

It is, of course, conceivable that some of those who are not members of the C. T. A. may be interested in other smaller groups—local societies, study clubs, etc., or in non-professional organizations,—the church, social welfare, neighborhood club life, or civic movements, or art. But whatever one's lay connections, every teacher owes it to his profession to find among his colleagues, one of the chief means of inspiration and guidance. This does not mean, withdrawing from other connections; but it does mean taking one's work, one's vocation, seriously enough to want to be a part of the federation of one's fellows.

What can, and what do teachers receive from the C. T. A. to which non-members do not have access, or come to it with difficulty? What does membership cost one? What do members in other organizations pay for the privileges they enjoy? The following paragraphs are meant to furnish data for the answers; and to add certain obvious implications.

### Organization Fees.

The annual C. T. A. membership fee is \$2.00. This carries with it a subscription to the *SIERRA EDUCATIONAL NEWS*. It provides a central office, and a permanent secretary, who is also editor. The office has files of all the principal school journals in the United States; card indexes of all members; a fairly complete collection of school texts, and other recent books of more or less professional character; directories of California teachers, and representative school curricula of our own and other states,—all of which are open to inspection and consultation by members; issues occasional bulletins; and, annually, a volume of proceedings of the High School Teachers' Association.

Forty-two of the 48 states are known to have state organizations of their teachers. New Jersey and all of the New England states except Massachusetts, have separate associations for men and women. Of all the organizations reporting, the average annual membership fee is \$1.12. In ten states there is an extra charge for a journal, or \$2.00 for both. In fifteen states membership entitles one to receive the official proceedings of the annual meeting; or the report of the secretary; and, in one case, a quarterly bulletin. In no other state are the two privileges (membership and the journal) enjoyed for less than in California, while in two states the cost is more. Two states only, so far as known (outside of California), maintain a central office and permanent secretary devoting his entire time to the Association.

Information is at hand of 18 local organizations of California teachers (excluding benefit societies) whose average annual dues \$1.17, carry, for the most part, no other privileges; three others meet expenses by assessments. A few grade teachers' associations have dues from 25 cents to \$1.00 a year; and the San Francisco organization issues a small monthly bulletin, giving announcements and reports of meetings. The Los Angeles City Teachers' Club issues a Bulletin carrying official matter and certain professional articles.

Among industrial and business organizations the fees are much larger. Among labor unions, beside an initiation fee of \$10.00 to \$50.00, there are annual dues of \$1.00 to \$2.00 a month. In medical societies, the fee is usually \$5.00; for the California Music Teachers' Association, \$3.00.

#### Concerning "The Sierra Educational News."

Sixty exchanges received at the office have been carefully compared. The News carries regularly more reading matter contributed by State and National leaders than any of them. Every issue includes contributions from men and women of national reputation and ability. Because of its advertising, the paper has been and continues to be more than self-supporting. It has had repeated commendation from educators and public men throughout the country.

In its make-up it aims to consider the needs of all grades of teachers; new movements in education along with interests that abide; the interests of patrons and taxpayers in terms of the service of teachers and the wants of children; and the larger educational problems, the

socializing of communities to which end schools exist and teachers teach.

It is equipped to render helpful service to every teacher of the state. As the official magazine of the Association it gives publicity to the work of the Council and its committees, serving as the only medium to unite all the educational forces. This is seen to be all the more important when it is remembered that our state covers about the same area as New York, Iowa and Louisiana combined; with less than 30% of their total population, the three enrolling approximately the same number of members in their State Associations. In these states, too, the fee is \$1.00 with neither journal nor bulletins.

#### National Character of "News" Contributions.

Attention should be called to special war and other issues of the News during the last year; such as the Patriotic number for March; the Red Cross number for May with a message from President Wilson; the Financing the War issue, with personal contributions from Nicholas Murray Butler, Champ Clark, V. A. Delano, Samuel Gompers, David Starr Jordan, Julius Kahn, Franklin K. Lane, and William G. McAdoo; a California School legislation number, and the Food Conservation number, with messages from Herbert Hoover, P. P. Claxton, Gov. Stephens, Ralph P. Merritt, David F. Houston, A. C. True, P. G. Holden and Charles Lathrop Pack. It is no boasting to say that the News, among all state educational journals, leads the way in both state and nation, in showing how teachers and the general public may cooperate profitably with the Federal Government in winning the war. As the President of one California Section said recently, speaking of the News, "Its influence alone is worth to each teacher the entire cost of membership."

#### A Summary Statement.

To any interested person reading this Bulletin, it will be apparent that some or all of the facts recorded should appeal to every teacher.

The opportunity for doing a real service to others; the assured personal advantage to oneself from membership in a state-wide organization; the services already rendered by the C. T. A., to all the schools, and especially the teachers of the State; the chance such combined effort offers to aid in the further betterment of education; and the relatively small cost and large returns to members; these, indi-

vidually and collectively admit of little argument.

There are already a few 100% membership communities. It is confidently expected there will be many more. That there *may* be is the purpose of this bulletin.

The N. E. A. plans to enroll 100,000 members within a year. Covering so large an area, a stretch of more than 3000 miles, with 700,000 teachers, a membership of one in seven is about equal to what the C. T. A. may fairly expect from our 18,000 teachers, or five in every six,—or more.

Not all of the 100,000 teachers, probably, would ever attend the national meeting at any one time; but each receives the published proceedings whose 55 volumes are now a mine of educational criticism, principles, and school practice that can not elsewhere be duplicated.

So, not all of our 18,000 California teachers might hope to attend all meetings; or all of them find it possible to attend any one meeting. But all of them would receive the *SIERRA NEWS*, ten copies a year, containing in full, the principal addresses, and abstracts of most of the others; contributions from successful California teachers, and from eminent educators outside the state; personal notes from California schools; book reviews, and Federal education movements,—in the aggregate, an amount of reading matter equal to two large volumes; valuable additions to any teacher's library; and especially that of the California teacher.

The purpose of this bulletin has been to set forth briefly, valid reasons why every California teacher should be an active member of the C. T. A. So let it be!

### WHY THE P. T. A.?

MRS. D. EYMAN HUFF  
Orange, California

Well, chiefly to keep up with Jane and John, Jr. No parent likes to go poking about a school building alone. A teacher always wonders just what is back of a visit. The pupils wonder what the visitor's child has "been up to." Therefore, these visits altogether when we ask and answer questions that bring about a better understanding between the home and the school, are to the advantage of the pupil.

Our children will have a much more complex world to deal with than had we, both economically and socially. And in order that they may do as much, at least, for their children as we have been able to do for ours, they must have a more extensive, and incidentally, a more expensive education than was necessary for us. We must furnish more buildings and with better equipment, therefore should be in closer touch with the school board, selected by us to attend to the business details of these improvements. We need more teachers and should know them better than we do; and they could do more for our children, if they knew us personally.

Social conditions are different, and we need to know their school life, their school friends. Yes, by all means, their school friends and the parents of their school

friends. Can you think of a better place to meet and talk with teachers, school boards, and the parents of your children's school friends than the school house? Can you think of a more convenient time or way, than this co-operative organization?

What teacher would not rather make a business of it for an hour each month, than be interrupted at an inconvenient time just "any day"? Is any mother so busy that she cannot take that much time to gather "school spirit," so that she can better understand just what her children are really doing in school? Is "father" not willing to take an evening now and then to learn just what advantages more books and materials than the school furnishes for models would be to his children? Is there any quicker way for the school board to learn just how the patrons of that school feel about improvements, than by asking direct, and when they are all together?

There are 556 of these associations, with a membership of 21,034 in this state alone, which goes to show that this mode of "visiting schools" is proving a success. The yearly dues (25 cents) admits to membership any and all parents, guardians, teachers, school boards and friends of the school.



## THE BOY SCOUT MOVEMENT

LENA GOLDSMITH LOVEJOY

28th Street School, Los Angeles, California

DURING the Boer siege of Mafeking, South Africa, 1899-1900, boys of the town were drilled and became messengers, carrying dispatches between the forts on the lines and thus relieved the men for fighting. The record for faithfulness and reliability which these boys made greatly interested General Robert Baden-Powell. He had been "impressed by the fact that 45 per cent of the boys of England were growing up without any knowledge of useful occupations";<sup>1</sup> and in 1908 he organized the *Boy Scouts of England*. "The whole object of our scheme," said he, "is to seize a boy's character in its red-hot stage of enthusiasm and to weld it into the right shape and encourage and develop its individuality, so that that boy may become a good man and a valuable citizen for our country."<sup>2</sup>

From England this movement has spread to many parts of the *British Empire*;—Malta, Singapore, Calcutta, Canada, New Zealand, Africa, and Australia;—and to other parts of the world;—France, Germany, Belgium; and before the war there were organizations in Russia and Servia.

The organization of boy scouts in Germany of course does not deserve the name, as it is distinctly military,—an aid and feeder to the army; and it is certainly not for the purpose of developing individuality. In the German army 10 boys are attached to each battalion as cyclists, orderlies, messengers, etc. They are trained as soldiers and at 16 are enlisted.

The *Boy Scouts of France*,<sup>3</sup> for boys from 14 to 19 years, known as *La Ligue d'Education Nationale*, is non-political and non-sectarian, like the English and American organizations. Its organization of local groups is also similar to that of England and America. The scouts (*eclaireurs*) each wear a badge marked "R.F." (*République Française*). "R" also stands for *refléchi*, *robuste*, *rapide*, (well considered, robust, quick). "F" means *franc*, *fidèle*, *fier*, (frank, faithful, spirited). They take a pledge never to speak ill of their country before strangers; "to discuss discreetly what

is bad, to be silent about what is middling, and to extol what is good in French public life."

This movement in France has resulted in a revival of alertness and pride of country. Since the war the boys have helped in the Paris hospitals. They do errands, answer questions, etc.

There were 25,000 *Boy Scouts of Belgium* at the time of the German invasion. They acted as dispatch bearers, orderlies, and general attendants; and helped to organize the refugees who fled from Louvain to Ghent. When the Germans were four miles from Ghent the scouts were disbanded. Some of them went to England and offered their services there.

In 1914 Lieutenant Sherman Kiser, a young United States army officer, was ordered to Zamboanga, a Moro town in southwest Mindanao, *Philippine Islands*. There he started the scout movement modeled on the American plan, and became the scoutmaster and friend of the boys of the village. He taught them many things;—boxing, first aid, cleanliness, politeness; and there came to be a marked change in the thoughts and lives of these Mohammedan lads.<sup>4</sup>

In 1908 when the English organization of boy scouts was started, there were two similar organizations in the United States: "Woodcraft Indians" founded by Earnest Thompson Seton, and "Sons of Daniel Boone", founded by Daniel Carter Beard. Their general purpose was the development of character of boys by instilling the principles of good morals and teaching useful occupations. These two organizations were combined in 1910, under the name *Boy Scouts of America* and chartered under the laws of the District of Columbia.

"The boy scout idea is a movement rather than an organization" says James E. West, Chief Scout Executive of the American Boy Scouts, "a movement to supplement existing agencies for the education of the boy."<sup>5</sup> It provides leadership and helpful enjoyable direction for the hours spent outside of the school. It consists of learning by doing. Its directions are positive. There are no don'ts

<sup>1</sup> *New International Encyclopedia*.

<sup>2</sup> Blumenfeld, R. D. "The boy scouts". *Outlook*, July 23, 1910.

<sup>3</sup> "The Boy Scouts of France". *Outlook*, April 5, 1913.

<sup>4</sup> "Boy Scouts in the Philippines." *Outlook* May 5, 1915.

<sup>5</sup> "The Moro Boy Scouts", *Outlook* Oct. 20, 1915. West, James E. "Scouting as an educational asset". *N. E. A. Proceedings*, 1916.

in this great awakening movement for boys—this call to live and learn in the great outdoors.

The spirit of play and the interest which always accompanies it are used to the utmost, though there is plenty of earnest effort and the standard of achievement is high. "In scout competition there are no losers. One scout's gain is not another's loss".<sup>6</sup> A new world is opened through nature study (Woodcraft) and its practical application.

Boy scouts are organized in patrols and troops. The patrol consists of eight boys from 12 to 18 years of age who elect one of their number as leader. Three or four patrols form a troop. At the head of each troop is a scoutmaster who is the friend and teacher of the boys.

The importance of trained leadership is recognized and its need is being supplied by summer school scout courses in many universities—Wisconsin, Virginia, Texas, California, University of Southern California, Teachers' College of Columbia University, and many others. Evening classes for scoutmaster training were held also in Los Angeles during the past year.

Each troop elects one member to the local council. Local councils send representatives to the National Council. The National Council at its annual meeting elects an executive board which is responsible for general administration of the movement. The National Council is made up of the President and ex-Presidents of the United States, Governors of the states and other distinguished men, as well as the delegates from local councils. President Wilson is Honorary President of the National Council. The movement is knit into a well organized whole, which yet allows sufficient freedom of action to the individual units.

There are three classes of scouts among the Boy Scouts of America; the tenderfoot (lowest class), the second class scout, the first class scout; with definite requirements in scoutcraft for passing from one grade to another. These requirements, merit badges, the scout training, and all things concerning the movement, are fully stated in "*Boy Scouts of America Handbook*,"—a most enjoyable and helpful book pre-faced by a direct, simple, splendid talk to the boy about scouts,—what they are and what they do.

Among the first things a boy must know to become a scout are the scout oath and the

scout law, the salute, sign, motto, and significance of the badge. The motto, "Be Prepared", which is part of the badge, is of special significance, meaning that the scout shall strive to be prepared mentally, morally, and physically to do his duty at all times. The scout oath is this promise:

On my honor I will do my best,—

1. To do my duty to God and my country, and to obey the scout law;
2. To help other people at all times;
3. To keep myself physically strong, mentally awake, and morally straight.

The scout law consists of 12 points and enjoins trustworthiness, loyalty, helpfulness,—a good turn daily,—friendliness, courtesy, kindness, obedience, cheerfulness, thriftiness, bravery, cleanliness and reverence. The most important pledge that a boy scout gives is the promise to do a good turn each day. The pose is to help boys to translate the Golden benefits of it cannot be counted. Its "pur-Rule into concrete terms."<sup>7</sup>

A proof of the need of this movement is given in its growth. In 1917 the combined strength of the Boy Scouts of America was 210,000 boys and 58,000 men. Now, voy scouts in their khaki uniforms, straight, clear eyed, fine fellows, may be seen in almost every city and town.

The work which boy scouts have done in France, England and America during the present war as coast guards, hospital aids, messengers, and in other ways, is a long story. But they have been tried in peace as well as in war and have not been found wanting.

The boy scout movement is organized on military lines but is non-military, though not anti-military. It is democratic. All lines of class distinction are broken. "It reaches out to boys of all degrees of mental ability and all kinds of social environment," says Dr. Russell of Teachers' College, Columbia University, "and creates a need to do their best." The movement is entirely non-sectarian, though it inculcates reverence and develops the highest ideals. It helps boys to keep themselves "physically strong, mentally awake, and morally straight."

The boy scout movement takes into consideration the individual boy,—his interests and capacities. The lock-step of class instruction is done away with, but the social advantage of mingling with his kind and being interested in the success of others is retained.

<sup>6</sup> Russell, Dr. James E. "Scouting Education." *Educational Review* June 1917.

<sup>7</sup> Russell, Dr. J. E. "Scouting Education." *Educational Review* June 1917.

## VICTORY BOYS AND VICTORY GIRLS

C. E. RUGH

State Director, Commission on Student War Activities.

TO THE School Officers and Teachers specially interested in adolescent boys and girls.

The Victory Boys and Victory Girls are being organized as a part of the United War Work Campaign. This campaign was suggested and the date set by President Wilson. It has been approved by the War Department. The President named seven organizations as participating in this drive.—The Young Men's Christian Association, The Young Women's Christian Association, The National Catholic War Council (Knights of Columbus), The Jewish Welfare Board, The War Camp Community Service, American Labor Association and the Salvation Army." These organizations are driving for \$170,500,000, to be distributed as follows.

\$100,000,000, Y. M. C. A.  
15,000,000, Y. W. C. A.  
30,000,000, C. W. C.  
3,500,000, J. W. B.  
15,000,000, W. C. C. S.  
3,500,000, A. L. Association.  
3,500,000, Salvation Army.

The President of the United States closes his letter suggesting this campaign as follows,—

"Through their agencies the moral and spiritual resources of the nation have been mobilized behind our forces and used in the finest way, and they are contributing directly and efficiently to the winning of the war.

"It has been gratifying to find such a fine spirit of co-operation among all the leaders of the organizations I have mentioned. This spirit and the patriotism of all the members and friends of these agencies give me confidence to believe that the united war work campaign will be crowned with abundant success."

"The adolescent boys and girls are given a recognized share by service and sacrifice in the winning of the war."

"Victory Boys" and "Victory Girls" is the "Earn and Give Division". "A million boys behind a million fighters" is the slogan. "Every girl pulling for victory" is the girls' slogan.

Seldom is such an opportunity offered to the schools. Thrift can be taught and encouraged. Earning money for a worthy public cause and practicing the democratic principle of cooperat-

ing in social service with persons differing in race and religion.

The National Committee has prepared and published a list of the ways boys and girls can earn the \$5.00 suggested as the amount boys and girls between 12-20 could "Earn and give".

This list should be supplemented for California. And after the drive is over there should be a report on how the boys and girls did earn their money.

This United War Work Drive is for a purpose so important and so pressing and is so heartily and unreservedly approved by the United States Government that the most conscientious school official need not fear to approve it. If any person should raise objections to this campaign it would seem to be sufficient to inform such objectors of the purpose of the drive and of the Government approval.

I heartily commend this "Victory" Campaign and hope it may afford the opportunity for gathering information about the life services of our soldiers at the front, for stimulating the thrift movement and training the boys and girls in social service.

### Suggested Employments for Boys and Girls In the Drive for Earning and Giving

#### What Boys Can Do

Digging Gardens  
Planting bulbs  
Sawing and cutting wood  
Raising guinea pigs, white mice and squabs  
Beating carpets and rugs  
Varnishing chairs.  
Mowing and raking lawns and cleaning yards  
Waxing floors  
Painting and putting away screens  
Painting houses, barns and fences  
Sifting and dumping ashes  
Cleaning silver  
Washing windows  
Cleaning cellars, barns and attics  
Scrubbing floors  
Decorating show windows  
Making stocking stretchers for ladies who are knitting for soldiers  
Making needed household articles, such as coat

racks, chairs, andirons, umbrella racks, etc., that sell at reasonable prices  
 Tutoring backward students  
 Waiting on table as "extras" in boarding houses  
 Shoveling snow from walks  
 Washing automobiles and carriages  
 Running errands  
 Caring for furnaces, cleaning sidewalks, assisting janitors  
 Selling appropriate religious books and publications for Christmas gifts  
 Selling magazines  
 Taking subscriptions which allow liberal commissions.  
 Selling pecans, walnuts, etc., especially during the Christmas season  
 The Red Triangle Magazine offers liberal commission for subscriptions.  
 Helping to harvest ice  
 Picking cotton  
 Picking fruit  
 Gathering nuts  
 Selling butter, eggs, vegetables and fruit  
 Making maple syrup  
 Raising chickens, pigs, etc.  
 Trapping fur-bearing animals in season  
 Husking corn  
 Working about a dairy

### How Girls Can Earn Money

The following list is suggestive only and there are doubtless many other ways in which the Victory Girls will be able to secure the money for their pledges. All girls must be careful to obey the existing child labor laws

Caring for children  
 Washing dishes  
 Cleaning silver  
 Knitting  
 Making simple garments for sale  
 Saturday work in offices, stores, etc.  
 Sale of Christmas cards, wreaths, etc.  
 Sale by groups of girls of Conservation foods  
 Canning and preserving  
 Picking fruit  
 Gathering nuts  
 Planting bulbs  
 Self denial fund from allowances  
 Sale of butter, eggs, vegetables, poultry, jellies  
 Subscriptions for magazines  
 Mending  
 Running errands  
 Typewriting  
 Blacking shoes  
 Summer gardening  
 Tutoring  
 Shoveling snow

## STATE EDUCATIONAL STATISTICS

### Men and Women

IN the tables just come to the News office from the State Department, there are interesting facts concerning California Teachers, that will bear recounting. Of 1339 elementary school principals, 900, or 67% are women. Of the 296 High School Principals (outside of cities), 11, or less than 4% are women. In both, among regular teachers, the majority of women is marked, 97.9% in elementary schools, and in the high schools 69.2%. Of the supervisors and teachers of special subjects also, the women teachers are to men teachers as about three to one in the elementary schools; but 57% to 43% in the high school. Of the total number of elementary teachers, exclusive of district superintendents, a fraction more than 93% are women; and of the total body of teachers, including District superintendents, a fraction only less than 93% are women.

### As To Salaries

Of salaries, there is a different story. Among room teachers, men and women receive al-

most the same salaries. Of supervisors and teachers of special subjects, men are paid from 3% to 11% more; and men principals 27.4% more. Even so, the relatively little difference in the salaries of the two sexes in California, must be a surprise to many. There is much talk about the injustice in discriminating against the women in pay, but as a matter of fact, without any mandatory law on the subject, the two sexes now receive substantially the same for the same work. The salaries could not be materially different, if there were such legal enactment. The relatively temporary service of women teachers, must always result in the employment every year of many younger, inexperienced and therefore, lower salaried women to take the places of the experienced teachers, having during their services earned the higher salaries.

Considered as a body, California women teachers have less cause for complaint than in most States. The range of variation between lowest and highest salaries in High School is



greater with women teachers than with men; excluding High School Principalships, the range is slightly greater with men. In the elementary schools again, the range from lowest to highest salaries is astonishing. But again, the range for men and women elementary principals, teachers and special supervisors, is small, though large in any one group within each sex. This is, of course, due largely to the differing sizes of schools, but the two sexes seem to share about equally in the divergencies.

### The High School Situation

Two Counties, Alpine and Mono, have yet no High School; the former with a population of 400; the latter 2,000. Of the 311 High Schools in the State, but 24% of these are in city school districts. The Union, or joint Union High Schools, have doubled or trebled in 10 years. In the statistical statements of the State Department, no segregation is made of the non-city high schools, either as to students or relative cost. It would be interesting to know their distribution, their enrollment, their cost, their curricula, their teachers, apart from the urban secondary schools. The latter operate under their own charters, and are possessed of a form of administrative autonomy not enjoyed by the rural institutions, these operating under the general laws. Certain it is, that following the resumption of Peace conditions, great changes must take place in city secondary education. There must come through the operation of the Smith-Hughes act, and the new Motivation of Country Life, which is already apparent, enlargements and enrichment of and increased financial support for the rural and village schools of intermediate and high school grade. In any rational meaning of the term, if anything like equal educational opportunities are to be accorded the children under 18 years of age throughout the State, Country and Town communities must receive far more attention, better organization and better care than they now have.

### Elementary School Attendance

The total expenditure for elementary schools for 1918 was nearly \$13,500,000 for a little short of 450,000 children; and in the high schools, nearly \$7,000,000 for 127,000 pupils. The discouraging feature of this condition is that with 450,000 children in the elementary schools at some time during the year, the average daily attendance was but 78 per cent. of the number.

There were teachers enough paid for the work to care for the entire number, 31 children to each teacher; the average number in regular attendance was but 25 to each teacher. The average attendance in the high school was barely 50% of the number enrolled. It would be interesting to learn for California as for other States, what are the reasons for this discrepancy, between the number of children coming into the school and the number staying. Perhaps it is due in part to unsuitable teaching, or unattractive or fruitless curricula, or to a low educational sentiment in certain communities, the indifference of parents, the lure of wage-earning, or what-not. It is a pathetic and menacing situation. No business or manufacturing enterprise would consent to having the investments actively productive upon 50% to 78% of its venture. Yet just that is the case with the schools, and it is not in place to excuse ourselves because other societies show a like condition. Our house should be put in order, that every child shall be reached for the longest possible period, up to the wage-earning age, at the most profitable school exercise, whether in accord with traditional provisions or not.

Maybe the present War Conditions will have shown us the way out from the tangle.

### PERSHING AND THE KAISER CONTRASTED

LISTEN to the contrast between the instructions of the German Government given to German soldiers on printed postcards and the words of General Pershing to our troops.

The Orders from Prussian Headquarters on Postcards Taken from Thousands of German Prisoners are these:

"You will take no prisoners; you will give no mercy; you will show no quarter; you will make yourself terrible as you can, as terrible as the Hun who said 'where our footsteps fall let no grass grow for a thousand years.'"

Contrast this with General Pershing's Instructions.

"You are going into France and Belgium to help expel an invading army. Your first duty is to be soldiers, but your second duty, scarcely less important, is to help all who are poor and weak. You will therefore be courteous to all women and you will never have even a thought of what is evil or immoral. You will therefore abstain from the use of wine, and liquor, and you will especially be very kind to little children. You will fear God and honor your country, and win the world to liberty. God Bless you and Keep you."

*Germany tries to make beasts of her soldiers. We try to keep ours men.*

## A PARABLE.

(For Parent-Teacher Meeting.)

Once upon a time, many years ago, in the heart of an African jungle, a Hottentot maiden was teaching her first term of school. She had under her care thirty-six fuzzy-wuzzies, full of wiggle, giggle and mischief. Many a time during the first month of her first term had this Hottentot maiden been vexed nigh unto death by the outrageous antics of the Hottentots that had been entrusted to her care; and now it came to pass, near the close of that first month, one evening after the youngsters had been sent home, this tired young teacher laid her aching kinky head upon her mahogany desk and sobbed. She had not dreamed that teaching school would be such a terrible task; for had she not seen the expert teacher at the normal school handle just such a group of children as smoothly as skating on tropical ice? Not a ruffle or a ripple ever marred the surface of this model school at the normal, and everything went merry as a marriage bell.

Now it chanced that in this school district was a mother of fourteen children. She was a woman of mature years and good judgment. Her children had come to her one at a time, and she had had a year's practice on the first before the second came. She had had two years' practice before the third arrived, and so by easy stages she acquired a fair knowledge of the best way of controlling the antics of Hottentot children. This mother mused thus to herself: "My Ophelia came home today with her fig-leaf apron torn half off; yesterday James Henry came home with a black eye; last week Thomas had to have his fourth tablet and his tenth pencil since school began, and I know that the teacher just lets him waste them and the other children steal them. I shall arise and go to that teacher and tell her where to head in. But stay, she is only nineteen years old, this great family of thirty-six children was thrust upon her all at once, and she had them all to deal with while yet she, herself, is immature. Perhaps I can offer some advice and sympathy that will help her. At any rate, I know that she is trying to do something for my children, and she and I should work together in closest harmony. I shall go to that teacher, but not in wrath."

So, when she had come to herself, she arose and went to the school house. Silently she entered the open door, for the rubber-heeled shoes worn in that country make no sound upon the floor. She hears the sound of sobbing. "Why, the schoolma'am is crying! And she is just a little girl, not a day older than my Angelina!" The tired schoolma'am is startled by a motherly arm slipping tenderly about her shoulders and a kiss upon her cheek.

An hour later this Hottentot maiden goes to her bungalow with birds singing in her heart and saying softly to herself: "I believe, after all, that I can make a success of it; anyhow it is a pleasure to work among such kindhearted people, and I shall do my best to serve them."

This happened many years ago in the jungles of Africa. Such things do not happen now, nor did they ever happen in civilized countries.—C. L. Brisbin, in *Ohio Educational Monthly*.

STATEMENT OF THE OWNERSHIP, Management, Circulation, Etc., required by the Act of Congress of August 24, 1912, of Sierra Educational News, published monthly at San Francisco, California, for October 1, 1918.

State of California, County of San Francisco } ss.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared Arthur H. Chamberlain, who, having been duly sworn according to law, deposes and says that he is the Managing Editor of the Sierra Educational News, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, California Teachers' Association, San Francisco, Cal.

Editor, Arthur H. Chamberlain, San Francisco, Cal.

Managing Editor, Arthur H. Chamberlain, San Francisco, Cal.

Business Managers, none.

2 That the owners are: California Teachers' Association, incorporated. No stockholders holding 1 per cent or more of total amount of stock. Arthur H. Chamberlain, Secretary, San Francisco, Cal. E. Morris Cox, President, Oakland, Cal.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: None.

ARTHUR H. CHAMBERLAIN, Editor.

Sworn to and subscribed before me this 8th day of Oct., 1918.

[Seal]

D. B. RICHARDS.

Notary Public, in and for the City and County of San Francisco, State of California.

(My commission expires May 26, 1921.)

## AN EDUCATION WHERE NEEDED

### C. L. MARTZOLFF

**P**ERHAPS there has been nothing within the past two decades in which so much advance has been made as in scientific farming. Things which 20 years ago were considered only vagaries have given way to positive knowledge. Then, if a crop failed the cause was attributed to the weather. Today the successful farmer cares less for capricious weather and more to preparing seed beds, securing good seed grains, giving right cultivation, selecting pure breeds and properly caring for and adapting the crops to the soil.

So rapid has been the progress toward better farming within these years that our agricultural experts and experimenters might cease their investigations for a quarter of a century, till the world could catch up to them. We know enough now along these lines that if our knowledge were extended and disseminated, we could increase the agricultural resources 100 per cent. in ten years. "But, ay, there's the rub."

The facts are that we today need less new knowledge than we do the utilization of that we already have within our reach. The greatest educational forces in the near future will be those which carry to the people that which is now held by the comparatively few. Talk of your monopolies! There has been no such monopoly as the educational one. The few, only, had it in their possession. In spite of our boasted school systems, with their splendid high schools and colleges, including agricultural and technical institutions, the rank and file of the people cannot keep up. This means our educational scheme has become top heavy. At one time we thought the beginning and end of education was the training of the intellect alone, and those lacking this essential qualification were considered "undesirable citizens" in the Kingdom of Knowledge. All efforts to train them were considered a waste of time.

Numerous colleges and universities, including various correspondence schools, have successfully attacked the problem of Educational Extension, but all that has been and all now being done is but a drop in the bucket in comparison with what might and should be accomplished in this field. Often have we wondered why some millionaire, who is casting about for a worthy cause upon which to bestow his millions does not hit upon the

idea of establishing an Extension University, whose office it would be to popularize and disseminate such knowledge as would function into the lives of men and women today.

Such a task has the International Harvester Company set for itself. Abundant evidence is at hand as to its success.

It seems that one of the features of this auxiliary organization is "campaigning." A force of men and women equipped with charts and lantern slides, descends upon a region, let us say a county, after a preliminary publicity campaign has started things. Meetings are held, day and night, wherever a sufficient number of people can be assembled. The subjects cover a wide range, but all are pertinent to the direct needs of the people. They talk about sanitation, better homes, "swat the fly," soil testing, fruit and vegetable canning, et cetera. And above all they aim to show the people how to utilize their environment and make the most out of it. They attempt to point out the possibilities of the region. Frequently it is the man from the outside who can better see things which we might use to our advantage. Few of us make the most of our surroundings anyway. We usually wait until some one comes along and tells us what we have failed to see.

The Harvester Company maintains another phase of its propaganda through the publication of as fine a series of bulletins as can be found anywhere. They contain the last word in scientific research in the subjects they treat. The illustrations speak for themselves. The "charts" shown are especially illuminating. The language is clear and concise. A farmer, or a teacher who teaches agriculture, possesses a good working agricultural library if he has access to a complete file of these publications. They epitomize the best and most recent investigations and results in farming. They should be placed in the library of every rural school in the land. Granges could do no better service than to aid in the distribution of this valuable literature.

To show the scope of the subjects treated, we select at random the following list taken from a file of the publications now lying before us: "Serious Loss from Hog Cholera can be Avoided;" "Good Home Provides Comfort, Profit and Pleasure;" "Corn is King;" "Weeds Mean Waste;" "Fight the

Fly;" "Diversified Farming for the South;" "Make More from Your Farm Poultry;" "Live Stock on Every Farm;" "Studies in Alfalfa;" "Greater Profit from the Oat Crop;" "The Great Forward Movement in Education;" "Creeds of Great Business Men;" "The Story of Bread;" (Fine to use in schools). "The Story of Nodules;" "Making Money from Pigs;" "Cold Pack Canning at Home;" "Seed Corn;" "Humus, the Life of the Soil;" etc., etc. A list of seventeen subjects is especially suited to school use.

We hold no brief for the International Harvester Company. Neither are we concerned in the motive which prompts the management to conduct this propaganda. It may mean money in the coffers of the corporation. No doubt it does. It should at least, if it does not. What we are interested more in is the fact that it is being done and that exceedingly well; that it is doing good, there can be no doubt; that it is being done exactly where the country most needs it at this particular time is manifest. In fine, it is a great piece of organization and our hats need come off to the International Harvester Company. For what matters who does it or why it is done? If two blades of grass can be made to grow where there was one before and people can be made to see and grasp their opportunities as they have not always done, then the work of the Extension Department of the Harvester Company may be classed as a philanthropy. We American people have not and do not live up to our opportunities. The recognized educational agencies help wonderfully, but they are insufficient. The task is too great; the field too large; the force too inadequate. The Extension idea is "the thing," and there are evidences which indicate that this method of education is yet in its infancy. Would that more commercial organizations would lend a hand. Here is hoping.—*From the American Lutheran Survey.*

#### SELF-TEST FOR EIGHTH GRADE

1. Are you prompt and punctual in your home and in your school life?
2. Do you know when to use "Pardon me" and "Thank you"; why you should not shout, run and push in the public streets, or whistle and tramp in theaters?
3. Do you know that it is detestable to lie, steal, cheat or defraud—that it injures yourself, your family, your country?

4. Do you know what you can do to show loyalty and patriotism?

5. Can you speak distinctly enough to be heard and understood by strangers?

6. Can you talk without committing gross blunders like: "Aint", "he don't", "I haven't got no time", "I have saw"?

7. Do you know a noun, an adjective, or a verb when you see it?

8. Can you write an ordinary letter that will be legible, correct in form and free from mistakes in the spelling of common words?

9. Can you read aloud the evening paper to members of your family without repeatedly stumbling over or mispronouncing common words?

10. Have you a fair knowledge of a few noted pieces of literature or read half a dozen good books?

11. Can you name and locate the main parts and organs of the body, tell what work each performs, tell why we need fresh air, well-cooked food, to avoid intoxicants, and to take proper exercise?

12. Can you sing a few songs, including the "Star Spangled Banner" and "America", draw in outline an ordinary object, do a piece of simple carpentry work if a boy, cook a simple meal and sew a garment if a girl?

13. Can you explain such ordinary references to mythological and historical subjects as are commonly met with in conversation and in the newspapers?

Ex. Trojan Horse, Battle of Waterloo, Battle of the Marne.

14. Do you know the importance of the Declaration of Independence, the adoption of the Constitution, the Emancipation Proclamation, The Fifteenth Amendment, and the Present War?

15. Can you add, subtract, multiply, divide, use common and decimal fractions and test for yourself such operation until you are sure they are correct?

16. Can you work simple problems in percentage and in interest and get them right without the necessity of a teacher or other person marking them?

17. Do you understand and appreciate some of the wonders of nature as disclosed in the lives of beasts, birds, trees and flowers about you?

18. Can you force yourself to do a disagreeable thing when you know that you ought to do it?

San Luis Obispo City Schools,  
A. H. Mabley, Supt.



# EDUCATIONAL LITERATURE

## FOOD CONSERVATION

Not by any means the least among war measures, and the war influences upon the home, are the problems connected with food and the preparation and uses of food, both in the household and in camps. Literature and texts and dietetic tables and recipes flood the market. No apology is called for in introducing such books to teachers and children through the pages of an educational journal. It has been one of the unremitting concerns of the government to accustom the people to the needs and means of food production and food conservation; and the schools of all grades have been the surest and safest agencies.

Here in one brief paragraph are grouped three books coming from three different firms, books very unlike in immediate aim, but having a common purpose, to popularize war menus, and to simplify food uses: One for institutions, one for high schools, one for college classes.\* In the little recipe book, an effort has been made to plan menus that comply with the requirements of the food administration, and at the same time, are not prohibitive in cost. The recipes are grouped under a dozen heads, and are comprehensive of a wide variety of meals. They have all been tested and "selected from those found popular in the Horace Mann lunch-room, Teachers College."

"Lessons in Cookery" belongs to the Home Economic series, and was prepared by an instructor in home economics, in the Murray F. Tuley High School, Chicago. Other texts in this series are, Diet for Adults, Diet for Children, and Diet for Invalids. It is distinctively a school text, very condensed, with much problem work and has consistently kept in mind the safe reduction of the high cost of living, and the needs of the home. There is a serviceable appendix, including paragraphs on substitutes for wheat flour, thrift suggestions, marketing guides, food adulteration, and the business of the household.

"Food and the War", though a book nearly 400 pages, is on the market at \$.80, having been prepared under the direction of the Collegiate Section of the U. S. Food Administration, and evidently supplied at cost. Part I, constitutes three-fourths of the book and covers in outline form a critical presentation of the need and composition of foods, their varieties, and the individual and community relations to the food problem. Part II, is a "Laboratory Manual" of food selection, preparation and conservation. No teacher of such subjects certainly, can afford not to know what this book offers, in a very practical, usable way.

One Hundred-Portion War-Time Recipes by Bertha E. Nettleton, J. B. Lippincott Co. Pages 43. Price \$1.00.

Lessons in Cookery by Frances Elizabeth Stewart, Rand, McNally & Co. Pp. 250. Price \$1.00.

Food and the War. By the U. S. Food Ad-

ministration, Katherine Blount, Florence Powdermaker, Elizabeth C. Sprague. Houghton Mifflin Co. Pages 374. Price \$1.20.

"Food Guide for War Service at Home." Charles Scribner's Sons. Pages 64. \$.25.

This little book was prepared under the direction of U. S. Food Administration, in cooperation with the Federal Dept. of Agriculture, in the Bureau of Education. Mr. Herbert Hoover writes the preface. The material was furnished and the book written by three women experts, —Katherin Blunt of the University of Chicago, Frances L. Swain of the Chicago Normal School, and Florence Powdermaker of the U. S. Department of Agriculture. It is recorded in the announcement that the records of the Food Administration have been opened to the writers. "No effort has been spared to secure accuracy of statement in the text". There are included chapters on the wheat supply, the war time importance of cereals, war breads, meats, fats, sweets, milk, vegetables and fruits. A page of important references will render a teacher a needed service.

## CITIZENSHIP LITERATURE

Whether President Wilson's brief message: "I urge that teachers and other school officers increase materially the time and attention devoted to instruction bearing directly on the problems of Community and National life" be, in even a small way, responsible for the manifold guides to such lessons, recent publications accord with the spirit of his words. These include the revisions and new editions of older books and the appearance of some excellent new ones.

**What to Do for Uncle Sam.** By Carolyn Sherwin Bailey. A Flanagan Co. Pages 214. 75c. In a certain sense this little book is based upon the program of community civics outlined by the U. S. Bureau of Education, and emphasizes the civic interests that connect with the home and the local community,—in the harvest field and the garden, of conservation in food and feeding and marketing of wild fowl and animals, of holidays and holiday kindnesses, of roads, and libraries, and Thrift, of the postman, the flag, and the town beautiful, etc. Such books show how far we have gone in our notions of civic duties and civic training. To begin in the kindergarten is not too early to start right civic habits. To wait till, even early adolescence is too late. This is a sensible little book—small in pages, big in stimulating lessons.

**"Patriotic Selections".** Edited by Edwin Du Bois Shurter-Lloyd Adams Noble. Pages 177. Price \$.50.

This is an admirable collection of prose and poetry, gathered from widely separated sources, suitable for supplementary reading, declamations, school debates, etc. The themes are not more the "Brotherhood of Arms" than "The Brotherhood of Peace". It should prove to be a source of stimulating purposes in children of many generations.

**Japan or Germany.** By Frederic Coleman, F. R. G. S., George H. Doran Co. Pp. 232. Price \$1.35.

This is the inside story of the present struggle for control of Siberia, dealing especially with the important questions: Should Japan go to Siberia? What will her going mean? What effect will her participation have on the Russian problem? The Author, who by reason of having resided in both Japan and Siberia and having acquired first hand knowledge in both countries, is peculiarly qualified to express opinion, answers the questions as follows:

"Yes, let her go by all means. Her entrance will save the vast grain fields of Siberia to the Allies. Her participation if properly seconded by the Allies, with a group of liberal educators will win Russia back."

People on the Pacific Coast do not adequately realize that just across the Ocean due west from Oregon, we have a western front of our own, to which we are now sending troops and supplies for purposes of forcing the Bolsheviks and their German supporters back toward Russia proper; where the Allies entering from the North will be in readiness to render final defeat. It is a timely book, and of exceptional interest to readers of the Pacific slope. The volume is excellently printed.—W. G. Scott.

**Drums Afar.** By John Murray Gibbon. The

John Lane Company. Pages 352. Price \$1.50. As happens with every great war, the present world catastrophe has already led to a vast literature; and will doubtless be the occasion for yet more—historical, critical, sociological, scientific. The subject of this sketch can not properly be classed with any of these, though its social and character discriminations are acute. Poetry will claim its share, and fiction; "Drums Afar" is frankly fiction; "an international romance with a war tinge". Yet the reviewer has no apology to offer for including a notice of it in the columns of "Educational Literature".



JOHN MURRAY GIBBON

It is quite deserving of a place here. As the story begins, and radiates from, the English Oxford there is suggested to the American reader an interesting contrast to our education. To many it will doubtless afford a clearer insight into the English, and especially Oxford ideals of culture and university life, and academic traditions, and social standards that any educational treatise could show. For these reasons, too, incidental though they are, the book will be found worth reading.

But, as has already been intimated, it is primarily a romance, a true love story, of the cleanest sort. Two Continents are combed for incident and illustration. The characters are all of the virile sort, even the women; these last not the less feminine, because they have outdoor tastes and civic interests and achieving ambitions. Charles Fitzmorris with whom the story opens as he enters Oxford; Mike Kelly a young Chicago lawyer, who is at the same

school "for his health"; the Mainwarings, a well-to-do English family; Mike's mother, a lawyer, and the Raymond family, all from Chicago, are the principal persons in the story. Life in the University; vacation travels over the continent; the Henley oars; German spies and Prussian "Verboten" (that came to the surface two years later in the midst of war); working men's settlement life; Germans who "were proud of being German, but glad they were not Prussian"; the marriage of the American Mike and the English Viola, and the engagement, interrupted by the war, of the English Charles Fitzmorris and the American Miss Raymond; the rumblings of the oncoming war, and then the break between Austria and Serbia, and the return of Charles to England to go into service, where, after being wounded and losing his arm, he finds Miss Raymond to be his nurse; it is all so real and so probable and artistic in the recital that one regrets its finish. There is not, throughout, a dull page. It is a wholesome story for any one to read.

**New American History.** By Albert Bushnell Hart. American Book Company. Pages 650. XXXIV. Price.

In a recent number of the News appeared a notice of Dr. Hart's "School History of the United States". Now comes the corresponding text for high schools. The gradation of material is easily discernible and sensible. The author appears not only as a successful text maker, but a teacher who knows the people for whom he writes. As in the previous volume, emphasis has been put throughout upon American society, the action of the whole body of the people working out their will through government and other organized effort. "Since what makes a nation is the greatness of its people, this book aims to bring out clearly the character and public services of great Americans." Social conditions and events are freely described; Colonial education, literature, business forms, (an interesting chapter) and local government; the early, later, and vanishing frontier, through a marvelous story of its rapid settlement. One illuminating chapter each is given to the population, occupations, transportation, products, culture and educational agencies of the Revolution period; the "Social and sectional conditions of that wonderful double decade from 1820-1840, including not American only, but world movements for social and governmental reform, in religion, politics, education, literature and social organization; to economic progress in the generation immediately preceding the Civil War; and the social and economic changes since that war.

No political or institutional phase of governmental achievement has been neglected,—the Revolution and the Constitution, the Federal Union, the Civil War, Reconstruction and the U. S., as a world Power, all receive adequate attention; but the distinctive feature of this "New American History" is its recognition of the life and ideals and human interests and achievements of the people as being the subject matter of a history of the United States for American youth.

**Medieval and Modern Times.** By James Harvey Robinson. Ginn & Co. Pages 746. Price

This work is a "careful and thorough going revision" of an "Introduction to the History of Western Europe", first published in 1912. Approximately three-fourths of the space is given in modern history. In addition to a working bibliography for each chapter, an orderly and very detailed table of contents, and a dozen pages of index, making the items of treatment easily accessible to the student, there is a supplement of 40 pages on "The Great War", bringing the story down to August, 1918. Of the earlier period, chapters on the Medieval Church, Medieval Towns and Trade, and Books and Science of the Middle Ages, vitalize the recital in a way to appeal to the students. Later the rise of English Commerce, population conditions in the XVIII Century, Modern Science and the Spirit of Reform, the Industrial Revolutions and the Expansion of Europe in the 19th century, are a foil to the history of the many wars for the two centuries involving most of the European states. The style of the book is intimate and authoritative, clear in statement and well arranged. Of the origin of the Great War on almost the last page, the author has this to say: "The assertions of German leaders, that England desired War and is responsible for it may now safely be regarded by the rest of the world as clear and well-planned lies."

**Yarn and Cloth Making.** By Mary Lois Kissell. The Macmillan Co. Pages 206, appendix 22 pages. Price \$1.60.

In the preface to this book the "textile industry" is described as second only to agriculture in importance to social history. This probably needs no argument. And that "Lack in economy and useless dissipation, along clothing lines, is one of our greatest present-day wastes". The consideration of fabrics is classified as Yarn Making and Spinning Types, and Cloth Making and Weaving Types, both profusely illustrated. Much of the material might be used for upper grade classes; and practically all of it in the high school, either as a separate text or to supplement the work in certain industrial arts. Outlines, summaries and bibliographies accompanying the several chapters, will be found to be helpful guides to teachers and all mature students. The work is rather a compendium of information than a discourse treatment. It is rich in historical references and ingenious devices and inventions.

**The Business of the Household,** By C. W. Taber. J. B. Lippincott Co. Pages 428. Price \$2.00.

This volume is one of a "Home Manual" Series published by the Lippincott Company, under the editorial direction of Dr. Benjamin R. Andrews, of Teachers' College. Mr. Taber with the assistance of experts in Household Economics, a Master in Chancery, and an electrical expert, has produced a book of scholarly material, but with all so admirably phrased and so simply arranged, that every intelligent householder should profit by its reading. To teachers of economics and civics, this book should

be of direct "help in furnishing material which can be used in discussing personal and household economics in their relation to the economics of public welfare and business". Among the matters discussed are Principles of Household Finance, Factors (necessities and humanities) of the Household Budget, and the Legal and Business Status of the Family. It is a familiar presentation of the business side of the household, such as, so far as the writer knows, can be found in no other work in so compact and authoritative form. Accompanying each chapter are "problems and demonstrations", eliminating any possibility of making the work a merely formal study and enforcing the linking up of the lessons with the concrete conditions of the home.

**General Science,** By Chas A. Lake. Silver, Burdett & Co. Pages 438. Price:

Several times in recent issues, mention has been made in the News, of the growing recognition of, and demand for, general science in the high school. Book makers and authors and teachers have sought to meet the need. In this case, Mr. Lake has produced a good book. But a reader must raise the question whether to 15-year old youth, three times as much space should be offered in physics as in life phenomena. Most general science texts tend to exploit some one science (due maybe to the academic bias of the author) and introduce other phases of sciences as appendages. This is not to say that the present text has been so constructed. If, as is claimed, the book is "intended for immature minds," one would think the descriptive sciences would be more appealing and more suitable instruments, for fixing the scientific than an extreme emphasis of the quantitative studies.

All this, by the way. In arrangement of material, in clearness of statement, along with the most carefully selected illustrations, and in the simplicity of the experiment this "General Science" text is admirable.

**Elementary Machine Shop Practice.** By T. J. Palmateer, Instructor in Machine Work, Leland Stanford Jr. University. Stanford University Press. Pages 64. Price \$1.00.

Most books dealing with machine shop practice find their place largely or entirely in the hands of the instructor or upon the library shelves as Reference Books. The volume under review is so prepared as to be well adapted for use in the hands of the students. It is the outgrowth of several years of experience in the machine shop at Stanford University, and features a suggestive list of exercises in Lathe Work, Vise and Shaper Work, and Milling Machine Work, in parts one, two and three, respectively. Accompanying the directions which are clean cut, and acquaint the students with the securing of stock and methods of procedure are reproductions of pen and ink drawings of the materials and of the machines and various detail parts of the lathe, the instruments and the processes. There are ten half-tones of the principal machines such as the Shaper, Drill Press, Milling Machine, Lathe and the like.

The author emphasizes the value of written

instructions for the student over the oral or "mouth to ear" method. The use of the book means a saving of time on the part of the student, a lessening of the equipment necessary for the shop, and looks toward the securing of better results than otherwise would be the case. The book is compact, well written and printed, and from the fact that already it is in use in numerous high schools and in college classes throughout the State is guarantee of its value. This book on Elementary Machine Shop Practice is the only text book on the subject prescribed by the California State Board of Education for High Schools. It is on sale at H. S. Crocker & Co., San Francisco, and Cunningham, Curtis & Welch, Los Angeles.

**An Introduction to the Study of Science.** By Wayne P. Smith, and Edward Gale Jewett. The Macmillan Co. Pages 609.

Applied science, the scientific explanation of common things, the understanding of common machines and tools, and appliances and familiarity with the nature and processes and social uses of the modern arts,—these have rapidly taken the place of much of the so-called pure science of the schools. This is the pragmatic character of the teaching that is in the ascendancy. Knowledge must be of a kind that works; that is significant in the satisfaction of one's wants, that grows out of, and returns to the conduct of life.

This may, in part, explain the activity of teachers and the writers of books, and their publishers, in putting upon the market school texts, presenting real, not manufactured problems,—in history and civics, and mathematics and science. A book of this type is the one named at the head of this paragraph. It is well named an "Introduction", because there are barely a dozen aspects of science considered; but they are typical, and used to present typical problems, and familiar, though often little understood, problems—weather in an untechnical view, combustion and refrigeration as of human concern, artificial lighting, water supplies and their management, three kinds of transportation—on land and water, and in the air, building materials and construction, plants, insects and bacteria, and health production, etc. The book is well written, abundantly illustrated, and reinforced by numerous practical problems and exercises.

**Elementary Forge Practice.** By Robert H. Harcourt, Instructor in Forge Practice, Leland Stanford Jr. University. Stanford University Press. Pages 148. Price \$1.50.

In high schools, technical schools, junior colleges and university classes, there is no phase of shop work more valuable when properly carried on than that of Elementary Forge Practice. Mr. Harcourt has included in a book of less than 150 pages, and in the space of 7 chapters, the text and drawings covering a most comprehensive course. The chapter headings are indicative of the work: Materials and Equipment; Drawing-Out, Bending and Twisting; Common Welds; Special Welds; Hammer Work; Annealing, Hardening and Tempering Steel; Tool Forging.

Several pages are given to discussion of the materials and equipment, including iron and steel; a study of the forge; the fire tools; the handling of the fire; coal and coke; the anvil, hammer, tongs; measuring and marking tools, etc.

Accompanying the various exercises in the several processes are full page illustrations showing the stock in the various stages of converting from the raw material to the finished product.

The author has tested out thoroughly all of the work given. A demonstration is offered the class. Text books are placed in the hands of the students, and written examinations are given frequently upon the work. In addition to being in use at Stanford the book is vouched for by a number of prominent shop men of the State.

**"Rhyme and Story First Reader."** By the Blaisdells. Pages 130. Price \$.40; and "Stories from a Mousehole." By Ruth O. Dyer. Pages 144. Price \$.55; both from the press of Little, Brown & Co.

These two little books will appeal to the little folks—the latter especially, recounting the antics and conduct of the mouse family, told to a small boy and recounted with touches of Aesop and familiar Nursery incidents; should be suited to the Kindergarten, to the home of small children, or to the receiving class in the Public School.

**The Curriculum.** By Franklin Babbitt, Professor of Educational Administration, University of Chicago. Houghton-Mifflin Company. Pages 295. Price \$1.50.

Growing out of current social, National and world conditions is Dr. Babbitt's discussion of "The Curriculum". As a sort of motto, it is held that "an inherited system, good for its time, when held to after its day, hampers social progress" and "education must take a pace set, not by itself, but social progress", "new duties lie before us; and these require new methods, new materials, new vision". Among the larger topics are "Training for Occupational Efficiency", "Education for Citizenship", "Education for Physical Efficiency", "Education for Leisure Occupations", and "Education for Social Intercommunication". The function of the play factor in both leisure and occupation, and the importance of developing a "group consciousness", not less than current meanings of occupational training, are presented as being modified in important ways, by the war conditions and national needs. But, as in Dr. Dean's treatment, they are recognized as changes that must be seen to be quite as important for after-war school purposes, as now.

The following works published by Isaac Pitman and Sons, 2 West 45th Street, New York, have been added to the New York Supply List for the 1918-1919 listing: "Pitman's Shorthand Rapid Course", "Key to Shorthand Writing Exercises and Examination Tests", "French Phonography" by T. A. Reed, "Pitman's English and Shorthand Dictionary", and "The Sign of Four in Isaac Pitman Shorthand."



# NOTES AND COMMENT

**Southern Section Meeting, C. T. A., at Los Angeles, week of December 16, 1918.**

"A War Catechism" is the title of a 48-page booklet issued by W. W. Earnest, Superintendent of Schools, Champagne, Ill. This is a revised edition of an earlier pamphlet and gives many questions and answers concerning the great World War. Mr. Earnest says that the pamphlet was written "to select from the vast mass of war literature and present as simply as possible the facts most essential to a true understanding of the war."

The Catechism covers points regarding the various countries taking part in the struggle, historical events leading up to the war, the part being played by airships, submarines, and the Navy, the demands made by the various countries, how our Army is organized, and like useful information. There is a pronouncing vocabulary of French names. Single copies of the pamphlet 10c, stiff paper cover, 15c; or in quantities, 8c and 10c, respectively. Address the author.

**Dr. John Dewey of Columbia University** is lecturing this quarter at the University of California. In addition he has been engaged for two extension courses,—one in San Francisco, Tuesdays, at the Girls' High School, and one in Oakland. Dr. Dewey is one of the best known among American educational writers and influential in shaping not only educational thought but school practice. Teachers about the bay have an unusual opportunity in the presence of Dr. Dewey for the term in this vicinity. He is to be one of the speakers at the C. T. A. Southern Section at Los Angeles, the week of December 16th.

**Northern Section, C. T. A.** The Northern Section meeting will be at Sacramento, the week of November 11th. Monday afternoon has been set aside for visiting the Sacramento schools. The teachers of the eleven counties participating in the meeting, will be welcomed and there will be opportunity to see in operation special work in music, physical education, playground, domestic science, domestic art, industrial work of all kinds, and as well the regular work of grade and high school classes. There will be local institutes by the various counties, directed by the various county superintendents Tuesday morning. Tuesday afternoon, general session, with an address by Professor Knowles of the University of Southern California and a report from the Council of Education. There will be a general session Wednesday morning, addressed by Superintendent H. B. Wilson of Berkeley, and Hon. Will C. Wood. The election and business meeting will be at this session.

There will be section meetings Wednesday afternoon and Thursday forenoon; high school, city elementary and rural elementary. Some of the speakers before the high school section will be General Borree, Professor Knowles, Professor Dadisman and others. Before the city

elementary section Superintendent Wilson, Professor Hetherington, Dr. Fairbanks, Mr. Wagner. Before the rural elementary President Osenbaugh of the Chico Normal, Mrs. Knight, Professor Stebbins, Dr. Hetherington and Hon. Job Wood, Jr.

A feature of the convention will be a series of round-table conferences on Thursday afternoon, at which interested groups may take up for discussion any topic of particular interest to them.

The final session on Friday forenoon will be a general meeting. One of the speakers will be Dr. William Stidger, who will talk on "United War Work." President Rawlins, the Secretary Mrs. Minnie O'Neill, and the officers of the association, together with Superintendent Hughes, who has charge of local entertainment, promise one of the best meetings in the history of the association.

**Mlle. Marguerite Clement**, who had been touring the eastern and central states lecturing on the French language, was last year the accredited representative from the University of Paris to the American universities. She will return to America the first of November for additional lecture work. Plans proposed by her are very suggestive, for example, the French Public Board of Education is listing a number of boys and girls of high school age who will correspond with American boys and girls. This is not a "fly by night" plan, but is official. The lists will be brought to America by Mlle. Clement.

Teachers of French in our high schools, public and private, should suggest to students interested that there may be an exchange of addresses. Mlle. Clement may be reached, care of Miss Mabel Ury, 26 Pemberton Square, Boston, Mass. A number of young French women have signified their desire to visit America to teach French. These are fully qualified. Schools interested in securing such should communicate with the Office National des Universités, 96 Boulevard Raspail, Paris.

The war has greatly furthered the desire of Supt. G. Vernon Bennett, of Pomona, to bring about in that city the grouping of all occupational courses under one head. These courses are in the business field, namely, clerical work, civil service, machinery, applied arts, electricity, building, printing, newspaper work and agriculture. To handle the work indicated a new position is created carrying with it a salary of \$2,000. This position has not yet been filled.

The regular meeting of the Schoolmasters' Club of the Bay Section, C. T. A., was held October 12th in San Francisco. Supt. Fred M. Hunter of Oakland presided. The speaker was Superintendent H. B. Wilson of the Berkeley Schools. Mr. Wilson made a masterly presentation of the needs for a reorganized school system, not alone in the proper centering of authority, and in the securing of a Secretary-

# AROUND THE WORLD WITH THE CHILDREN

An Introduction to the Study of Geography

By FRANK G. CARPENTER, Litt. D.  
Author of "Carpenter's Geographical Readers" and  
"Readers on Commerce and Industry"

IN THIS BOOK Mr. Carpenter's sympathetic understanding of a child's curiosity about other children has enabled him to describe just the things that seem important to young people of nine or ten years of age.

Through the magic of imagination he transports the pupil first to Eskimo-land and afterwards to eight other countries. Important geographical facts are taught by leading the pupil to become acquainted with them through imaginary personal experiences.

The games, sports, holidays, toys, dress, shops, home life, and daily work of these peoples—Eskimos, Africans, Japanese, Chinese, Filipinos, American Indians, Arabs, Swiss, and Dutch—are projected before the imagination of the pupil with the realism of a motion picture. The book contains many helpful illustrations, including several full-page colored pictures.

*AROUND THE WORLD WITH THE CHILDREN  
is an introduction to the study of geography and is intended  
to take the place of what is ordinarily known as "home  
geography."*

In a very human way this book appeals to the youthful imagination, and makes the basic facts about Geography so clear to the pupil that he is well prepared to take up the regular study in the following year.

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Say you saw it in the Sierra Educational News

ship in education at Washington, but particularly in a clarifying of the curriculum; the elimination of vast quantities of material from the course of study and the substitution of that which is up-to-date. He showed that in the Democracy that is to come, the school must train not alone those who are able to follow directions, but through the development of initiative, the qualities of leadership must be trained.

Through unanimous vote, a telegram was sent the President of the United States, declaring belief of the Club, in the insincerity of the communication from Germany to the President: that an armistice should not be called, and that the principal condition of Peace was unconditional surrender.

"The Graphic Arts" is the title of a booklet of 16 pages by Ralph W. Allen, Instructor in Drawing, the Richmond Hill High School, New York. This is one of the clearest expositions of the field of the Graphic Arts that we have seen. It discusses the use of charts and diagrams, signs and placard drawing, illustrating, designing and other important phases of the Graphic Arts. The pamphlet is published by the Students' Aid Committee of the High School Teachers' Association, New York City, E. W. Weaver, Chairman, 25 Jefferson Avenue, Brooklyn, New York. Price, 10c.

**Handwriting measurements,** standards and methods. This is the report and results of surveys in writing at Chillicothe, Ohio, prepared by the Superintendent of Schools, F. J. Prout. There is taken up the purpose and value of handwriting measurements and how to make them, with discussion of goal-medians in achievement according to age or grade and need or efficiency. The detailed results of various tests are shown not only in tables but by charts and graphs. There is a comparison made between the records of the Chillicothe schools and those of 28 other cities, these latter based upon the work by Thorndike. Students of penmanship and those who are seeking to increase writing efficiency and to standardize, would do well to secure this manual which covers work based on Zaner writing scales and standards. Copies of the pamphlet may be secured for 10c each from Zaner & Bloser, Columbus, Ohio.

**Supt. J. F. West of San Diego County,** in answer to an anonymous communication, addressed to school trustees and school patrons, states, as follows:

"Educational journals and leading educators throughout the United States are discussing the so-called county unit plan. As yet no definite details of this plan have crystallized. One thing is sure—and that is, that some form of boards of trustees, elected by the people, responsible to the people for the selection of teachers and management of schools, will continue to be the potent factor in our educational system. Any change in the management and control of our schools will require a constitutional amendment which must be adopted by the electors themselves.

"I know of no sentiment in favor of the appointment of teachers by the county super-

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THE EXPERT HISTORY COMMITTEE OF FIVE, appointed by  
the California State Board of Education, places in a class by itself—

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Modern Times**  
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**WAR SUPPLEMENT, 1918 Ed.**

They said in substance that Robinson's is the **ONLY** book examined  
by them and now on the market that is fully satisfactory in its treat-  
ment of Modern European History. They were hunting for a book  
**not** pro-German and **not** offensive to our Allies.

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[NOTE—Will the busy anonymous sender  
of newspaper clippings on this history  
question in which the Robinson's Histories  
have been mentioned, please reprint above  
notice and send to his mailing list.]



intendent of schools, nor do I know of any individual who advocates the appointment of teachers by such county superintendent. In fact, there is not a city superintendent in the land who appoints teachers. His prerogative is merely recommendatory. The county superintendent could not, under any circumstances, be given greater authority in such matters."

"Winning the War through the Schools" is the title of a lecture by Miss Lutie E. Stearns of Milwaukee, Wisconsin. Miss Stearns will be remembered as one of the Institute speakers before the C. T. A., Southern Section, a year or two ago. Those interested in securing Miss Stearns, who is a convincing platform speaker, should address her for terms and dates, 547 Prospect Ave., Milwaukee, Wisconsin.

"There are before us as a people just now," says Commissioner Clayton, "two tasks of supreme importance: To win the war for freedom and democracy, and, let us hope, for permanent peace; and to fit ourselves and our children for life and citizenship in the new world which the war is bringing in. Both of these tasks must be performed with singleness of purpose and whole-hearted devotion to the public welfare; and no sacrifice, however great, must be allowed to stand in the way of either."

Fewer men have enrolled in the Army Training Corps of the University of California than were anticipated a month ago, but this is true apparently, throughout the Universities of the country. Maybe, it is a wholesome condition; not that the men 18 to 21 are less loyally interested to take war training, but that, following the President's recommendation, they are eager to keep up the wide general and technical stipulations. In Berkeley, the non-military students just about match the military students in number. Of the total of nearly 5600 registrants more than half are men.

**Suggestions for Pro-American Propaganda.** Under this head, the National Security League offers suggestions that may be used with profit. Community celebrations on various days of the year are advised, for example.

November is set aside as Americanization Month, with Thanksgiving, November 28th, offering opportunities for consideration of the planting of democracy in America.

Christmas to be used in paying special attention to relatives of men at the front with a Community Christmas tree.

January 1st may be observed as Emancipation Day, as it was Emancipation Day in 1863. January 8th could be observed in making a tribute to Alsace-Lorraine, as on that day President Wilson announced our attitude concerning the lost Provinces.

Lincoln Day, February 12th—services appropriate to Lincoln Sunday and Lincoln Day.

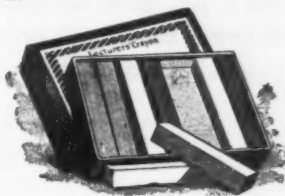
Presidents' Day, March 4th. A parade or pageant in which persons in costume present our various Presidents from Washington to Wilson, with dramatic presentation of principal views in each administration. Have the local press carry for some days ahead quo-



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San Francisco, November 1, 1918.

#### **TO SCHOOL AND HOME:**

The Hindenburg Line is broken, Bulgaria has surrendered. More than two hundred thousand Huns have been taken prisoners within two months. The Kaiser's peace offensive is in full blast. Yet must the war go on for a brief season that the world may gain a Permanent Peace.

In no other war has such splendid Welfare Work been done for soldiers and sailors as has been done during the present world war by Italy, France, England, America. President Wilson has directed that the seven organizations doing Welfare Work, combine their several financial campaigns in one, to begin November 11, and to be called the United War Work Campaign.

The following are the seven organizations participating in the campaign: Young Men's Christian Association, National Catholic War Council (including the Knights of Columbus), War Camp Community Service, Young Women's Christian Association, Jewish Welfare Board, Salvation Army, American Library Association. The total sum to be raised is \$170,500,000; California's quota is nearly five million dollars. It should be raised—and raised promptly. Let every school and home do its "bit" for this wonderful work.

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P. S.—In the December "News"  
(out December 1st), we shall  
hope to forecast Peace.

tations from addresses and messages of the Presidents.

April is our War month. The Revolutionary War, Civil War, Spanish War and the War with Germany began in April. The government may suggest certain forms of observance, with which the schools may co-operate. Shakespeare's birthday, April 23rd. Last year American and English Public Schools held joint publications. Our tribute to England may be paid this year.

Memorial Day, May 30th. Proper observance of this Anniversary will include tributes to high ideals of true Democracy. Civil sports and pastimes should be discouraged.

Flag Day, June 14. The Magna Charta was signed June 15, 1215.

Americanization Day, or Independence Day, should be properly celebrated July 4th, and Bastille Day, July 14th, will furnish opportunity for proper tribute to France.

In August, a day may be selected for recognition of the services of Belgium.

Lafayette Day, September 6th, should not go unobserved.

#### Central Coast Section, C. T. A., San Jose.

Nov. 25-27, outline of program.

First day, Monday, November 25.

A. M.—Santa Clara, Santa Cruz, San Benito, Monterey Counties. Separate meeting for each county with County Superintendent in charge.

P. M.—General session, four counties.

Evening—Musical entertainment furnished by College of the Pacific.

Second day, Tuesday, Nov. 26.

A. M.—Section meetings; High School section; City Grammar School section; rural school section.

P. M.—General session, four counties. Business meeting.

Evening—Entertainment furnished by San Jose Normal School.

Third day, Wednesday, November 27.

A. M.—Section meetings; high school, city grammar school, rural school.

P. M.—General session, four counties.

This first meeting of our newest section, under direction of President Brownell and Secretary Bond, promises to be of more than usual interest. The committee working with these officers have given every assistance, the plan being to secure talent entirely within the State. Mrs. H. A. Kleugel, in charge of Junior Red Cross in the Western Division, will be one of the speakers, as will Mark Keppel, County Superintendent of Schools, Los Angeles. A number of other prominent men and women will be upon the program. More extended notice of the meeting will be included in the December issue.

"Co-operation" was the subject of discussion at a recent meeting of the Berkeley Grade Teachers Association. Mrs. Sue Fratis of the Oakland School Department brought out most forcefully that the efficiency of the Grade Teachers' Association depends upon its identifying itself with community interests. She appealed for State-wide affiliation with other women's federations, in order to effect a broader co-operation in legislative and other important educational matters. Miss Louise

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## The Gordon News Page

### A CONTINUATION

This page was not nearly large enough last month to contain the quotations we had copied from the new County Manuals. A few from large counties only—Los Angeles, Madera, San Joaquin and El Dorado—were given. In order to show how extensively and how fully the method is used, we give below a few additional quotations.

### ON THE COAST

#### Santa Cruz County.

"When replacing the Gordon Readers order the New Series and the Teachers' Manual of the New Series. \* \* \* Book V is added as a required text."

### IN THE NAPA VALLEY

#### Napa County.

"The County Board \* \* \* has adopted the Comprehensive Method of Teaching Reading by Gordon. \* \* \* Every Primary Teacher should know the Gordon Method thoroughly. \* \* \* Every school should be equipped with a set of Gordon Charts, \* \* \* Teachers' Manual and a full set of the New Series Readers. \* \* \* The Instructions to the Teacher are in the Manual. Teachers should make themselves thoroughly acquainted with all of the suggestions in this Manual."

### IN THE SAN JOAQUIN VALLEY

Kern, Tulare, Kings, Fresno, Madera, Stanislaus and San Joaquin Counties have adopted the New Series.

### IN THE SACRAMENTO VALLEY

Sutter, Yolo, Colusa, Tehama and Shasta Counties have substituted the new for the old series.

#### Colusa County.

Supplement for 1918:

"The Gordon New Series has been placed in all of the grades (as required texts)."

#### Yolo County.

This County decided in 1917 to discontinue the Gordon Method. The Manual

of that year stated that the Gordon Method would not be used after June 30, 1918. When the Board members saw the Revised Manual and the New Readers they readopted the method. The 1918 Manual again recommends the Gordon Method and the complete series of Readers. More than a thousand readers are now in use in Yolo County.

#### Sutter County.

The Supplement for 1918 gives the following:

"Schools having complete sets of the Gordon Readers of the old series above the Second Grade may use them, but they **must** buy the Primer, First and Second Readers of the new series."

### IN THE MOUNTAINS

Calaveras, Tuolumne, Amador, El Dorado and Placer Counties have changed to the New Series.

### ON THE COAST NORTH

Sonoma, Mendocino and Humboldt Counties all prescribe the Gordon Method for exclusive use.

### IN THE COAST MOUNTAINS

#### Trinity County.

The New Series Gordon Readers, Primer and Books I to V inclusive, have been adopted for use in the schools of the County.

"Follow the work as outlined in the Gordon Teachers' Manual which gives detailed instructions for the use of the Charts, Letter-Squares, Word Lists and reading. Teachers must thoroughly familiarize themselves with the Gordon Teachers' Manual. Your success depends upon knowing your method."

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McDermott, Editor of the Bulletin of the San Francisco grade Teachers' Association, emphasized the need of an Association bulletin. Miss Mary F. Mooney of San Francisco, and Miss Blanche Frost, President of the Alameda Grade Teachers' Organization, spoke of the progress that could be made through proper organization.

Mrs. Grace Hillyard of Berkeley, President of the Grade Teachers' Organization, presided.

Among the California School Men, who have left for positions elsewhere, John T. Bowles, who organized a department of English for Foreigners in the Los Angeles Y. M. C. A. some years ago, has been called to Bisbee, Ariz as business secretary of the Y. M. C. A. Bisbee, following the recommendation of Superintendent C. F. Philbrook, has formed a union of three Boards: the public schools, the Y. M. C. A. and the Y. W. C. A., with a joint committee, to represent them. There is a free public night school, for all classes and conditions of men, women and children, with Mr. Bowles as Principal.

As successor to Supt. H. B. Wilson, who has but recently come to Berkeley as Supt. of Schools, Topeka, Kansas has elected as Superintendent A. C. Stout, former principal of the high school at Topeka.

The Southern California Oral Arts Association is doing much needed work. Its object is to promote the advancement of defective speech. It is hoped to include the teaching of Oral English by standardizing the course of study in high schools. There is being compiled a list of poems, speeches, plays, short stories and cuttings dealing with the war for use in play form readings. Miss Evaline Dowling, Hollywood High School, is President of the Association.

There was recently laid the corner stone, at Mt. Scopus, near Jerusalem, of the Hebrew University to be erected there. The site was purchased before the war. The creation of this University is an important part of the Zionist program. The ceremony was attended, says *School and Society*, by Gen. Allenby, officers of the French and Italian detachment in Palestine, a representative gathering of Palestine Jews, a deputation of Egyptian Jews, and the heads of other communities. Twelve stones, symbol of the twelve tribes of Israel, were laid, the first by Dr. Weizman, the others by representatives of the various branches of Jewish life in Palestine and the Diaspora. Chairs will be created for all arts and sciences and will include one for Arabic.

Among the women teachers of the State, Mrs. Lydia D. Lawhead has occupied an honored place. She has recently resigned her position as vice-principal and teacher of U. S. history and civics in the Union High school at Woodland, where during the last 15 years she has taught at times botany, zoology, mathematics, English and Latin. She coached the debating teams, had charge of the library, and of the school's war work. Her strong pleasing personality, her in-



## Dorothy Won't Care

For two days Dorothy's class has been experimenting with Jell-O, and she has become so much interested that in her dream she beholds a great dish of Orange Jell-O borne by fairies dainty as any butterfly. It glistens and sparkles through its amber and golden depths, and the fairy trio in lullaby voices sing, "When you wake we'll fly away."

But Dorothy will not care. She can make as good a dish of Jell-O as any fairy, for teacher has shown her how.

Teachers will be particularly interested in the new-style whipped Jell-O dishes.

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Has England been wholly to blame, as most United States history texts tell us for our differences?

Why are we English in our language, sympathies and ideals, instead of French or Italian?

What have we and England in common, and yet, why are we so positively American and they British?

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terest in pupils, her executive ability, and her contact with life of the community, were exceptional. She has served on the Board of Trustees of the city of Woodland, has held the Presidency of the leading woman's club, acted on the Woman's committee for the 4th Liberty Loan as a speaker on the Yolo County Women's Committee, Councils of National and State Defense, Department of Educational propaganda. With all of this, she does not neglect the work of the home. Surely, the women teachers are doing their share.

**Professor James Harvey Robinson** has not resigned from Columbia University, as some have reported. Professor Robinson is, however, connected with the House Inquiry, engaged in preparing material for the future Peace Congress. Professor Robinson, long connected with Columbia University, is the author of well-known books on history, including the Robinson and Beard Outlines of European History and Medieval and Modern Times.

Teachers of history, four-minute speakers, citizens, students, or anyone wishing to be fully informed on events leading up to the present world struggle, and an account of the war, should order for examination, a copy of the 1918 edition of Robinson's Medieval Modern Times, with supplement, or the 1918 edition of Robinson and Beard's Outline of European History, Part II, with supplement. Ginn and Co. are the publishers of these two books.

**Mailing yourself money.** Every time you stick a Thrift or War Savings Stamp on your card you are mailing money to yourself to be received later with interest. Cashing in these stamps is going to be better than "getting money from home," for with the money comes the reminder that you contributed to the great victory which then will have been completely won. (Exchange.)

A recent bulletin from the U. S. Bureau of Education, on "Scientific and Industrial Training in the War Emergency" is an admirable statement in half a dozen paragraphs of the importance of "making the opportunities and privileges of training for public service accessible to all suitably prepared men and women of college age."

In a supplement to the September Bulletin, the N. E. A., through its recently appointed commission of 29 members, on the "National Emergency in Education", enumerates the seven emergencies incident to, or emphasized by the present conditions:

1. The nature of the present crisis faced by the Public Schools of the United States.
2. The Preparation, supply and compensation of Teachers.
3. The Importance and Needs of Rural Education.
4. A complete program of Physical and Health Education.
5. Problems of Immigrant Education and Adult Illiteracy.
6. Compulsory Continuation Schools.
7. The Creation of a National Department of Education.

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tion and the program advocated by the N. E. A. Commission, indicate the hopeful unrest and the promising outlook in educational matters. Teachers will need to be alert and thoughtful of these and kindred movements, or fall hopelessly behind in the schools new purposes. A wealth of literature is available, on all these programs, and no teacher need be ignorant of the means and plans to make his school an agent for public service in both war and peace. But no following of a traditional routine, however faithful, can long keep one in the teaching ranks. It is a stimulating situation for a growing teacher.

Arrangements have been completed by which the Berkeley School Department will co-operate with the Department of Education of the University of California in the investigation of certain school problems,—the standardizing of equipment, buildings and their construction, efficiency in teaching processes, educational and mental tests, etc.

In the September Manual Training Magazine appears a sympathetic and extended notice of Frank H. Ball, whose death occurred recently at Los Angeles. "In a very unusual degree" it was noted "he was able to meet on the common ground of friendly interest all sorts of people. This ability with a never-failing sense of humor, and a phenomenal capacity to see the bright side of things as they came along in life, were the secrets of his unusual personal power."

The Supervisors and Teachers' School of Penmanship of Los Angeles, under direction of Miss Louisa M. Spencer has just closed a successful six weeks' course in rythmical penmanship. This is the 48th course which Miss Spencer has given during the past six years. In this rythmical penmanship the physical side of the work is strongly emphasized and many teachers who come into the class tired from a half day's work of summer school teaching say: "This work in penmanship is restful."

Attention of Teachers of geography is gladly called to an article in the October Journal of Geography, on "Ways of Raising Geography Teaching above the Commonplace," by Ona I. Nolan of the Emerson School, Boston. It is an excellent presentation of the aims and means in a course of vitalized school geography.

Of state superintendents who have been re-nominated to succeed themselves are Robt. H. Wilson of the State of Oklahoma and J. A. Churchill, of Oregon. Both men have fully demonstrated their ability to administer the educational affairs of their respective states. The former is a member of the Committee on Thrift Education of the N. E. A.

Word has reached us that Professor G. W. Walters, head of the Department of Education in Iowa State Teachers' College, is candidate on the Democratic ticket for Superintendent of Public Instruction in that State. This may be not less a wise political, but certainly a promising professional selection for an educational office. Congratulations are due Iowa.



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## IMPORTANT ANNOUNCEMENT

The advertising contract for use of the name under which I have been engaged in the agency business in Los Angeles for nearly twelve years, has expired.

This Agency will now be known as the **CODDINGTON TEACHERS AGENCY**. All communications should be addressed to **Coddington Teachers Agency**, 533 Citizen's National Bank Building, Los Angeles, California.

All records and files in the office are the personal property of the undersigned. The managers will do their utmost, as in the past, to maintain their reputation for prompt and efficient service to schools and teachers.

R. W. CODDINGTON,  
533 Citizens National Bank Building  
453 South Spring Street  
Los Angeles, California

Telephone 14531

**The California Council of Education** will meet in Los Angeles on November 22-23. During this week there will be meetings of the State Board of Education and of the Reorganization Committee appointed by the State Board of Education. These meetings are expected to prove of unusual interest. The meeting of the Council is open to any one interested, and it is hoped that any teacher who can do so, will attend.

**A night school has been opened** at Oroville under the direction of Superintendent H. P. Short. This school is for adult aliens. Every teacher in the Elementary schools of Oroville has volunteered to serve without compensation. They work in relays, with the Superintendent present at every session. The work is developing some most interesting phases, and the aliens are reaping great benefit and are most appreciative. They are mostly Greeks and Mexicans.

**In Vermont an important law** was enacted some three years ago which makes provision for state-wide supervision of all the schools of the State. Hereafter all the superintendents required for the town and rural schools are to be appointed by the State Board of Education. They receive living salaries and a fair sum for expenses. This great forward step will bring professional supervision to the small rural schools just as fully as to the larger well established schools.

**The war-time development** of new technical and vocational courses at Bradley Institute has brought about a change in the administrative staff. Charles A. Bennett, professor of Manual Arts, has been appointed to the new office of Dean of Technology. Under his supervision will be the new war emergency courses in technical subjects, trade and continuation courses, and courses leading toward mechanical and electrical engineering. Mr. Bennett was chairman of the committee that made the recent survey of the industrial education needs of Peoria and vicinity. His present appointment is the first step in an effort of Bradley Institute to supplement the public schools in meeting these needs.

**Mr. Wm. John Cooper**, Superintendent of Schools of Piedmont, given leave of absence by his Board, has become Business Manager of the Students' Army Training Corps under the War Department. Mr. Cooper has opened headquarters in the Monadnock Building. Mr. Cooper's jurisdiction, as District Business Manager of the Committee on Education and Special Training, includes district 11, California, Nevada and Utah. Mr. Cooper is also president of the Bay Section of the C. T. A.

Wm. John Cooper will serve temporarily as Director of Patriotic Instructor, cooperating with the State Commissioners. Helps to teachers will take the form of bulletins issued from the State office and if advisable Mr. Cooper will meet groups of teachers in centers of population as such meetings are arranged by Dr. McNaught.

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